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ABSTRACT

A survey of 34 migrant parents and 136 regular classroom teachers in a Kansas school district investigated opinions toward migrant education. Following an extensive literature review focusing on the importance of parent involvement in migrant education, the community of Hays (Kansas) and the Hays Unified School District are described, and the development of the 44-item Attitude toward Migrant Education Questionnaire is outlined. Among respondents, teachers had more favorable opinions of migrant education than did migrant parents. Among teachers, more positive attitudes were associated with greater teaching experience and with not having migrant students in class. The results suggest that: (1) teachers of migrant students need special preparation in migrant education; (2) migrant parents need to know more about migrant education; (3) the unified school district should meet the needs of the regular classroom teachers who have migrant students in class; and (4) district personnel need more information about migrant education and migrant students. Contains 19 references, data tables and figures, and the survey questionnaire. (TD)

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ED 405 146

OPINIONS TOWARD MIGRANT EDUCATION

being

A Field Study Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Specialist in Education

by

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The results of this study were because teachers and my migrant parents completed and returned questionnaires. Thank you.

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Abstract

The purpose of the researcher was to investigate the opinions of migrant parents and regular classroom teachers toward migrant education. A status survey factorial design was employed. The independent variables investigated were: position (parent and teacher), age (parent and teacher), gender (parent and teacher), amount of formal education (parent and teacher), parent involvement, number of children in school, number of years taught, level taught, and migrant students in class. The dependent variables were scores from the following subscales of the Opinion Toward Migrant Education Questionnaire: Migrant Students, Migrant Parents, Migrant Education, Regular Classroom Teacher, Migrant Classroom Teacher and Total. The sample consisted of 34 migrant parents and 136 regular classroom teachers. Four composite null hypotheses were tested at the .05 level of significance employing three-way analysis of variance (general linear model).

A total of 144 comparisons were made plus 19 recurring. Of the 144 comparisons, 60 were for main effects and 84 were for interactions. Of the 60 main effects, 10 were statistically significant at the .05 level. Of the 84 interactions, 13 were statistically significant at the .05 level.

Results of the present study appeared to support the following generalizations:

1. classroom teachers view the scale Migrant Parents more positive than migrant parents,
2. classroom teachers view the scale Migrant Education more positive than migrant parents,
3. classroom teachers view the scale Migrant Classroom Teacher more positive than migrant parents,
4. classroom teachers view the scale Total (the entire set of items) more positive than migrant parents,
5. classroom teachers with B.S. Degrees view the scale Migrant Students more positive than classroom teachers with M.S. Degrees or higher,
6. classroom teachers with more than 15 years of experience view the scale Migrant Students more positive than classroom teachers with 7 through 15 years of experience.
7. classroom teachers who had no migrant students in class view the scale Migrant Students more positive than classroom teachers who had migrant students in class,
8. classroom teachers with more than 15 years of experience view the scale Migrant Classroom Teacher more positive than classroom teachers with 7 through 15 years of experience,

9. classroom teachers who had no migrant students in class view the scale Total (the entire set of items) more positive than classroom teachers who have migrant students in class,
10. the age and gender of classroom teachers should be interpreted concurrently for Regular Classroom Teacher,
11. position, age and gender for classroom teachers and parents should be interpreted concurrently for Regular Classroom Teacher,
12. amount of parent formal education and parent involvement should be interpreted concurrently for Migrant Parents,
13. amount of parent formal education and parent involvement should be interpreted concurrently for Migrant Education,
14. amount of parent formal education and parent involvement should be interpreted concurrently for Migrant Teacher,
15. parent involvement and number of children in school should be interpreted concurrently for Migrant Teacher,
16. amount of parent formal education and parent involvement should be interpreted concurrently for Total (the entire set of items),

17. amount of formal education, number of years taught and level taught should be interpreted concurrently for Migrant Students,
18. amount of formal education and level taught should be interpreted concurrently for Migrant Teacher,
19. number of years taught and level taught should be interpreted concurrently for Migrant Teacher,
20. amount of formal education and number of years should be interpreted concurrently for Migrant Teacher,
21. amount of formal education and migrant students in class should be interpreted concurrently for Migrant Teacher, and
22. amount of formal education and years taught should be interpreted concurrently for Total.

Introduction

Overview

The Elementary and Secondary School Improvement Amendments of 1988 (1991) identified the definition of "migrant" as a child or adult who moved on their own, with, or to join a parent, spouse or guardian within the last 36 months. The move was from one school district to another. The purpose of the move was to seek or obtain work that was temporary or seasonal and agricultural or in relation to a fishing activity. The work was an important part of providing a living for the worker and his/her family.

The children of migrant workers often did not get an adequate education, even though their right to an education was guaranteed by federal and state laws (Serrano, 1982). A lifestyle shaped by mobility and poverty resulted in intermittent attendance in several schools, usually in many states, throughout the school year. Migrant students have been assisted by special federal and state programs that provided for continuity of education and transmitted records for their education needs. The migrant students' past dropout rate of 90% was beginning to moderate and held at 70% in some states (Serrano, 1982).

Serrano (1982) identified studies which described five barriers to a complete education program by migrant students; (1) financial pressures to quit school; (2) school staff's negative opinions toward migrant students; (3) various programs, curricula and testing methods among states; (4) specific district competency regulations; and (5) no continuity in health, housing and day care services as migrant families moved from one town to the next. With the enactment in 1966 of the federal Elementary and Secondary Education Act, a migrant education program began to provide continuity in the curriculum of migrant students (Serrano, 1982). Resources became available to state education agencies for new programs to help migrant students narrow their achievement gap. These funds provided encouragement to school districts to identify migrant students and programs for them.

For cooperation across districts, the Migrant Student Network (MSN) was developed to provide a computerized, transferable data base on each migrant student. Recently, the MSN was improved through a cooperative effort with the National Association of State Directors of Migrant Education. Serrano (1982) indicated that the changed system began transacting in January 1983.

According to Serrano (1982) the migrant program staff produced education skills checklists for school districts to use in transferring student information into a uniform

record. Classes and instructional skills that migrant students completed were computer-coded for immediate access. The returns of an Education Commission of the States survey of 31 states and Puerto Rico indicated that most were using the migrant reading, math, oral language and early childhood development skills checklists (Serrano).

Career education and vocational education programs were offered to migrant students by some states. This instruction was scheduled to the times when migrant students were available every day and the length of their stay in a given area. The migrant program was restricted by the degree of state commitment, the number of migrant students to be served and money.

Key migrant program principles included: (1) coordinating state aspirations to identify, recruit, enroll, and educate migrant students; promoting a service directory and reconstructing the MSN; (2) migrant parent involvement in the teaching of their children; (3) education programs to help students get high school diplomas, such as the Portable Assisted Study Sequential program; and (4) coordination which occurs between agencies within and among states (Serrano, 1982). The National Education Association adopted resolutions that indicated the necessity to address migrant student needs.

Other affiliations and individuals were encouraged to promote state and federal funding for migrant education programs as necessary.

Parent Involvement in Migrant Education

The Parental Resources for Involvement in Migrant Education (PRIME) project was funded to address the issue of parent involvement with the migrant education program. Fink and Salerno (1992) reported surveying migrant educators, state directors of Migrant Education, and state education agencies requesting information pertaining to parental involvement strategies and materials. Survey data showed that migrant education programs had the largest number of staff devoted to parent involvement activities. Twenty states responded to the survey, giving an overall view of the diversity of parent involvement activities across the country (Fink & Salerno, 1992). A number of activities revolved around home visits, family literacy activities, cultural events and parent training to allow parents to develop their own skills and enable them to help their children in various subjects.

The migrant teaching staff made home visits to provide parental assistance and support as well as to model learning activities. Parents were also linked with appropriate social services agencies. Fink and Salerno (1992) identified California's Home-School Partnership offered migrant parents of children in prekindergarten to

grade 6 training in self-esteem, motivation, home-study skills, parent-teacher conferences, discipline, and parent-teacher partnerships. A District of Columbia program staff taught meal planning, insurance information, budgeting and filling out forms (Fink & Salerno, 1992). Parents As Trainers workshops were developed by the New York State Migrant Education Program and focused on these areas: stress, children's self-esteem and Acquired Immune Deficiency Syndrome education (Fink & Salerno, 1992).

A number of programs focused on preschool children and their parents. The New York State Migrant Education Even Start program worked with parents and their preschool children on literacy activities and parenting skills through home visits. Fink and Salerno (1992) indicated that Oregon's Migrant Even Start program staff provided parent education discussions on drugs and alcohol, child development, nutrition, adult literacy and General Education Development (GED) instruction. Migrant Head Start consisted of a child development program that served children from birth to school-age, provided education, health and social services, nutrition, and parental involvement (Migrant Education Messages and Outlook, 1990, cited by Fink & Salerno, 1992). The staff made home visits twice a year to ensure that parents developed their children's goals. Fink and Salerno (1992) reported that

parents were taught how to seek help for their children's health as well as taught how to utilize local community services.

Alabama, Florida, and Texas reported that they had parent resource centers which provided instructional materials for parents. The Morgan County (Alabama) Migrant Education Program had set up a resource center where parents checked out videos, cassettes, and books on child development and mental health topics. Some training focused on furthering parents' abilities to increase their children's skills (Fink & Salerno, 1992). Make and take workshops were a component of Minnesota's summer activities for parents. These workshops allowed participants to make instructional materials and take them home. The Arizona Migrant Education Program had meetings to teach parents how to help with their children's schooling. Utah's workshops on math and reading advised parents on how to develop their children's skills in those subjects.

Some states provided cultural activities, such as fiestas in Minnesota's summer program and costume-making for a Cinco de Mayo dance. Oregon's migrant education program gave middle school students and their parents the opportunity to attend an annual College Day at the University of Oregon in order to experience college life. Two states, Massachusetts and Oregon, provided transportation and child care. These types of educational

and support services depicted migrant program staff's determination to involve parents.

Fink and Salerno (1992) reported that state and local Parent Advisory Councils (PAC) meetings were a means of parent-school communication. Many states had migrant staff that made home visits. Some states kept parents informed through newsletters. An Alaska migrant program reported over a 60% response rate to its parent needs assessment.

A panel of experts in parent involvement met in Albany, New York, in 1991, as part of Parental Resources for Involvement in Migrant Education's (PRIME) research aggregating purpose. These experts gave overviews of their programs or research activities and then answered questions the PRIME staff posed in regard to parent involvement in the migrant community. Pell observed a difference in communication styles between Anglo and Latino cultures that had program implications for Migrant Education (Fink & Salerno, 1992). In the Anglo population, the printed word was most important, followed by telephone conversation, and then informal talk. In Latino culture, the reverse was correct. This knowledge could be useful in reaching Hispanic migrant parents more productively.

Perez, Superintendent of McAllen School District in Texas, stressed the importance of parent involvement (Fink & Salerno, 1992). Drawing on his own experience as

a migrant, Perez, reflected on his parent's' opinions. He noted "that failure has been ingrained within many migrant families" (p. 6). Perez recognized how significant it was to graduate the first born child to set the model for younger siblings (Fink & Salerno, 1992). Perez maintained "that both parents should realize responsibility in the education of their children" (p. 6). Perez reported that parents signed a contract in his school district to attend conferences, asked their children about school, talked about discipline, and restricted the amount of television their children watched.

Panelists postulated it was important to look at the diverse educational levels of parents and develop appropriate procedures. Lewis observed that parents needed exposure to successful role models to help them see the value of education (Fink & Salerno, 1992). D'Angelo noted that parents can help change staff attitudes, if, for example, an adult literacy presentation is given by a parent who has completed the program (Fink & Salerno, 1992). She also contended that school staff needed to be aware of who migrants are. Epstein advised having a person in charge to make parental involvement effective:

> A family/school coordinator may be crucial to the success of school, district, and state programs to link schools, parents and communities. Coordinators

> guide school staffs, provide inservice training for educators, offer services to parents, and perform other tasks that promote partnerships. These tasks are developing ways of making parents feel welcome, helping parents share and discuss ideas, obtain information and resources, learn from each other about family problems and solutions, and so on (Epstein, 1991, pp. 348-349).

During a PRIME workshop held at the 1991 National Migrant Education conference for Migrant and Seasonal Farm workers in Buffalo, New York, migrant parents were invited to talk about some of the barriers they had seen in areas of strong school/family alliances. A number of parents mentioned that involvement in the schools was sometimes difficult. Parents thought that some schools were unfriendly.

Fink and Salerno (1992) reported that the obstacle may lie in the feeling of inferiority of some migrant farm workers. The typical level of education of migrant farm workers was the eighth grade (DeMers, 1988). Many have had no education. These parents regarded themselves ill equipped to enter into their children's education, thinking that such judgments were best left to the teachers, who had years of preparation in education. Many parents had recollections of poor experiences in school and decided that while education was good for their children,

they favored to keep away from schools themselves (Fink & Salerno, 1992).

Not all could be made clear by some parents' avoidance of school circumstances and lack of knowledge with the school composition. Migrant parents have shared their experiences with schools. Parents also shared that some schools do not care if they get involved or not. Parents inquired about the motives of staff. Migrant parents noted the number of migrant farm worker children placed in special education classes and were curious if school staff were making unsuitable placements. "It seems as if our children always get put in special education. I don't know why" (Fink & Salerno, 1992, p. 7).

In ethnographic data reported by Diaz et al. (1989) migrant parents expressed some of the reasons they did not participate in parent involvement activities: lack of transportation, shyness or embarrassment to speak at meetings, the opinion that the schools know what was best for their children, parents' reluctance to challenge a teacher's authority, and lack of interest in the topics of the meetings. Parents have other needs to be met in order to enable them to participate in activities, such as child care and flexible scheduling of school events (Fink & Salerno, 1992). Accommodating parents' needs demanded thorough planning and the concerted effort of migrant

educators to be most effective. Pennsylvania Migrant Education staff planned parent conferences between the hours of 10 AM and 2 PM to adapt to the many migrant dairy workers' milking schedule. The staff of the Migrant Education program in the South East Region of Massachusetts, reported successful turnout to their parent sessions. These sessions helped parents develop their preschool children's cognitive skills. The successful turnout was due to providing transportation and child care.

Fink and Salerno (1992) mentioned that migrant parents' low educational achievements and lack of experience with school culture hastened the need for training. Parent education enhanced their attitudes, capabilities, and confidence levels as they participated in their children's education. Involving more fathers and parents of secondary students had been a concern of educators in migrant education and mainstream education. PRIME staff asked parents and migrant education staff for their opinions pertaining to increasing participation.

Migrant parents maintained that a recruitment method was important to the involvement of fathers in activities designed for parent involvement (Fink & Salerno, 1992). Migrant parents suggested that recruiters make home visits before an event. This suggestion was to increase motivation for parental involvement. A male could be a recruiter or a husband/wife combination could make the

visits. Parents should be encouraged to stop by the school and be accompanied by a staff member to ease their anxieties regarding school. Fink and Salerno (1992) indicated such activities as sports events, holiday parties, picnics, and children's awards ceremonies were important in determining male participation. In Arizona, the Roosevelt Elementary School's Parent Advisory Council meetings were adequately attended by males as they were planned to appeal to fathers as well as mothers. Monthly meetings focused on the census, job hunting, and school problems. Timing was also important for fathers' participation. Night or weekend activities sometimes provided fathers with the chance to participate.

Parent involvement decreased as a child progressed through school. Parents suggested to PRIME staff that school administrators must consider involvement of the parents of secondary school students to be important in order for it to take place. The administration must value parent involvement at this level, and see that opportunities were available, for example, guaranteed that convenient times were available for parents to meet with teachers (Fink & Salerno, 1992). Migrant education staff needed to take the task of being the liaison between home and school. Fink and Salerno stated, "It is necessary to instill the attitude 'Home is a school zone,' in all

educators" (p. 10). Specific activities were suggested for the involvement of the parents, for example, helping migrant secondary students to become involved in extracurricular functions. Parents would likely be present at events in which their children participate such as athletic functions, musical and theatrical group performances (Fink & Salerno, 1992).

In the PRIME panel conversation about approaches of involving more parents of secondary students and dropouts. Pell recommended a way that worked well with Latino families: a Parent Appreciation Day (Fink & Salerno, 1992). As an opening event, students brought their parents to a potluck meal and gave them recognition. Pell noted that Latino parents cared as much for their older children as their younger ones and more than half of those surveyed by the staff of her program wanted their children to complete high school (Fink & Salerno, 1992). Pell contended that in order to make parents push harder, educators should make clear the diversity in lifetime earnings for those with more education.

Overcoming barriers to involvement of parents in their children's education brought forth benefits for the whole school. Fink and Salerno (1992) maintained that migrant farm workers can bring rich backgrounds to share with schools, providing an outlook many schools lack. All through the PRIME project, the necessity to expand the

concept of parent involvement to the community became obvious. A broadened idea of parent involvement included the entire family's support system of the student, the employers of the families and the community with resulting benefits of increased awareness and understanding of the migrant student population, greater support for the students, and resources for the schools in a time of fiscal constraint.

Since there is an increasing breakdown of the traditional family, other adults should be encouraged to fill supportive roles (Fink & Salerno, 1992). Parents from the PRIME project suggested holding grandparents', families and senior citizens' days in the school to extend the opportunity for involvement to other significant adults. Parents commented on problems with employers who may not give them the required flex time to attend a school meeting or parent/teacher conference. Parents suggested that migrant education staff could visit the crew leader to build a positive relationship and also make employers aware that migrant parents are concerned about their children's schooling. Fink and Salerno maintained that school staff should be aware of the needs of parents for flexible scheduling of meeting times. The PRIME panelists talked about business and community involvement contending that both need to be sensitized about migrants.

PRIME panel member Perez of the McAllen, Texas Independent School District has included the business community through the Partners in Excellence program in which professionals have come in and served as role models, businesses have provided computers and sponsored educational trips (Fink & Salerno, 1992). Schools working with agencies enriched their curriculum while expanding community awareness.

Panelists recommended the following; (1) know the relevance of parent involvement and develop plans on a state level; (2) implement parent education as key to children's scholastic success; (3) know parents as resources of enrichment; (4) increase home/school communication; (5) make parent involvement activities attainable by conquering obstacles; (6) authorize revenues for staff to coordinate parent involvement activities; (7) assure that parent involvement activities continue through the secondary level; and (8) expand the idea of parent involvement to include the community.

Migrant educators confronted the challenge of fostering a partnership between parents and schools (Fink & Salerno, 1992). By acknowledging parents as their children's primary teachers and relying upon knowledge, skills, and love of their children, migrant educators and the children themselves accumulated the rewards of more effective schooling.

Parenting Opinions Toward the Migrant Education Program

Migrant family lives revolved around agriculture work and moving on. Families moved from one job to another hopefully improving their financial situation (Chavkin, 1991). Even after differences in student ability and socioeconomic status were taken into account, the evidence that parent involvement in education increased student achievement was distinct (Henderson, 1987). In a study of high-achieving and low-achieving migrant students (Center for Educational Planning, 1989), parents of the high achievers listed the ways the school helped their children. These parents had positive opinions about the school. Parents of low achievers were more negative toward the school and could not list anything the school was doing on behalf of their children. Even though no migrant parents in this study helped their children with homework, parents of the high achievers reported that they spent time communicating with their children and giving them educational experiences. No parents of low achievers reported helping with homework or providing educational experiences.

Family influence on migrant children's education may be strong, but at times, created conflict. Parents who were barely surviving economically found that their children's school attendance was a hardship (Chavkin,

1991). Children improved their family's income by working in the fields, if the children did not have to go to school. This was a fact of migrant family life which was related to extreme poverty.

Some migrant families contended it was the school's responsibility to educate their children. For these families, parent participation in education was a new concept. These parents who contended that it is the school's responsibility to educate their children, want the best for them, but they maintained that their involvement may be counter productive. These parents maintained that the schools might misinterpret their personal involvement as interference (Simich-Dudgeon, 1986). Successful students sometimes reported that someone other than their parents inspired them to finish school (Diaz, Trotter, & Rivera, 1989).

Ike Ochoa, a migrant parent representative on the Board of Directors of the National Association of Migrant Educators, stressed the importance of parents' being involved in their children's education (Holtz, cited by Migrant Education Messages and Outlook, 1992). Ochoa was working a migrant cycle between Arizona and several sites in California when his wife suggested he attend a migrant education meeting.

> I started going to the meetings and saw what a difference it can make... We are the ones who are

> providing the kids to the district and we should be the ones who help the districts finds solutions for the problems they have in education. (Migrant Education Messages and Outlook, 1992, p. 10)

Ochoa was also on the School Partners for Adequate Classrooms in Education committee and volunteered at his daughter's schools. Ochoa advocated improved funding for migrant education.

According to Rivera (1993) all families, particularly in their homes, had been warm and gracious, and most appreciative of the things that were being done for their children. Rivera reflected on the highlights of some very interesting home visits, chats about how the migrant project was helping prepare the children for their entrance to school, hearing parents talk about how they were studying for their General Education Development and how parents wished they could help their children more. One can sense the sincerity of the migrant parents when they expressed appreciation for the help their children were receiving. Rivera stated:

> One of the carved-in-stone benefits of the teaching profession, the satisfaction that you receive in knowing that through your efforts you are helping someone, was never made more real to me until I became involved in migrant education. The true

> meaning of the term appreciation is also given life by the migrant parents when talking to you about all that is being done for their children. (p. 12)

Parents' attitudes toward school and learning contributed to an environment that boosted children's academic achievement. Other factors were the parents' interest in their children's education, high expectations, reading to their children and having reading material in the home. An ethnographic study of migrants indicated that the children who successfully completed their education had at least one family member who gave support. The ethnographers maintained that migrant mothers were strong supporters of education (Diaz et al., 1989).

Sattes (1985) reported that parent attitudes were based on their own school background and not likely to change unless there was intervention. Positive experiences with their children's education changed parents' attitudes, eventually shaping their children's academic performance. Sattes contended that through parent involvement and increased acquaintance with the schools, they became more supportive, declared greater satisfaction with the schools and their children's achievement.

PRIME staff met with migrant parents and brought up the concern of ineffective home/school communication. Parents contended that many times they were only informed

when something was "wrong", a discipline problem or poor scholastic performance. Parents and schools did not always have knowledge of communication being two-way and that both had responsibilities. Fink and Salerno (1992) reported that parents did not understand that they could initiate contact with the school even if there were no difficulties. Another matter was that correspondence from the school was not always in a form parents could understand because of a low level of formal education.

Teacher Opinions Toward the Migrant Education Program

Herrington (1988) discussed the importance of having teachers who will reach out to parents and find ways to contact them. He noted that many migrant families have strengths of resiliency and resourcefulness and that educators need to recognize and make use of them. According to Chavkin (1991), understanding migrant family lives and communicating with parents/guardians was a first step. Knowledge about the values of migrant families helped educators facilitate migrant students' learning.

An anecdotal report given by a principal and teacher maintained that to school administrators and teachers "migrant" was a word synonymous with "problem student" (Penncock & Woodson, 1995). According to Pennock and Woodson, teachers and administrators mentioned high migratory rates and the special challenges of teaching

migrant students. They sighed when a migrant student was assigned to a classroom which already had students transfer in and transfer out by Thanksgiving. Educators have been conditioned to conclude that migratory was another societal factor with which they must deal. Pennock and Woodson discovered that while it may be nearly impossible to change the economic factors which trigger high migratory rates in certain schools, it was possible to soften the impact of migratory within a school.

The following anecdotal material depicted opinions toward migrant education. In March 1994, Pennock, a principal, wanted to be assigned to Brumby Elementary School, a school in her district which had a high migratory rate. In Pennock's preliminary talks with staff members, she soon realized that the high migratory rate alone was the cause of considerable stress and anxiety among classroom teachers. To find out more about migratory students and how to cope with them, Pennock asked the district's research department to do a data search. There was virtually nothing on programs that addressed migrant students. At about this time, the district's funding allocations for the upcoming year came out, and Pennock observed that Brumby Elementary School's allotment for "special needs" had been increased. The greatest need was to do something about migrant students.

Woodson was a teacher who requested a change in position to a state-funded special instructional assistance program (migrant). This program staff placed a second teacher n some classrooms for an hour a day. The special instructional assistance teacher worked with classroom teachers. Woodson considered this collaborative teaching position fulfilling, and Pennock realized that she would make an excellent special instructional assistance teacher. Pennock also realized that she could use Woodson to alleviate the stress of migrant students on the classroom teachers.

Pennock and Woodson (1995) discussed what to do with the migrant students. The basic outline of the program would have Woodson become Brumby Elementary School's first "Welcome Teacher" (migrant teacher). Woodson was fascinated, went home and considered the position, and called Pennock a few days later to accept the challenge. Pennock and Woodson concurred that the classroom teacher began to feel stress the moment an administrator appeared at the door with a migrant student. What upset the teacher was the knowledge that with several other migrant students in the class who needed extra attention, he/she would be hard-pressed to assess the new migrant student's skills and give her/him the one-on-one attention he/she needed.

The role of the migrant teacher was greeting the migrant students when they first arrived. Woodson met the migrant students and took on the challenge of both making them feel welcome and assessing their skills and abilities. According to Woodson, working in a migratory school brought added responsibility and stress. As a teacher at Brumby Elementary School, Woodson was constantly "stressed out" by the comings and goings of migrant students--as many as two or three times in a week. Woodson never had time to properly assess migrant students and to give them the individual attention they seriously needed. Woodson welcomed the challenge, hoping she could make a difference, both for the students and the staff.

As Woodson began to refine the program, she found herself torn between what she wanted to achieve and what she knew was realistic. Woodson realized that with Brumby Elementary School's high migratory rate her time would be limited and that she would have to set priorities. Woodson's course of action was to target three areas: the migrant student's needs, their parents' needs, and the classroom teachers' frustrations. In addressing the students' needs, Woodson's goal was to make them feel important and loved. Moving to a new school was a very emotional experience for students; the need to be accepted

was important in building the positive self-esteem needed to produce happy and productive students.

The second area Woodson needed to address was how to get the parents of migrant students to become active partners in the school. Like their children, migrant parents needed reassurance, so Woodson tried to make them feel comfortable leaving their children to the school's care. Woodson encouraged the parents to call her if she could assist them in any way, or if they had special concerns that she should communicate to their child's teacher. Woodson also gave them information that explained her role and stressed the importance of keeping children in the same school whenever possible in order to give them a sense of assurance.

Often Woodson found that migratory parents had the same problems as their children; constant moving left them with feelings of insecurity and a lack of self-reliance. To address these difficulties, Woodson's school intended to offer parenting skill training, which gave parents a chance to express themselves and learn new methods to help their children and themselves become more involved in the community.

Woodson's third goal was to assist the teachers, who often were handicapped by delays in transferring records of migratory students. Woodson concluded that a quick, basic assessment of each migrant student's ability would

be invaluable. Woodson administered an achievement test to ascertain grade-level equivalents in math and reading, and an oral assessment checklist of basic skills that a teacher could use immediately to target any deficiencies. Woodson also assisted teachers by preparing math and language arts portfolios for each migrant student.

As Woodson worked with each student, she looked for obvious signs of special needs and proceeded with referrals to special education and enrichment classes. This screening process involved several steps. Finally, Woodson maintained a checklist for each student, recorded results of academic assessments, number of classroom visits, and any items needing follow-up activity.

According to Pennock and Woodson (1995) the special instructional assistance program for migratory students was still evolving, and they were learning as they go. New measures being developed consisted of working with local agencies to give migrant students other benefits. Migratory students very often got lost in the shuffle, their needs never appropriately assessed before they have come and gone. Pennock and Woodson hoped the program helped migratory students, their parents, and their teachers. By developing what Pennock and Woodson had begun, they expected to provide even more support in the future.

Summary

The review of literature indicated that migrant students were exposed to dropping out of school and a lack of academic skills. With the country's current economic picture, migrant family lives are not going to change substantially; families will still be required to move to find better economic situations. What educators do could have an intense result on migrant students' education.

Migrant education staff wanted to reduce the dropout rate by increasing confidence and success within the regular curriculum. Recognizing migrant family lives and communicating with parents was the first step. Learning about the values of migrant families helped educators simplify migrant students' education.

The literature emphasized the importance of parent and family influence on student performance. Children from low income families had the most to gain from parent involvement. Migrant parents discussed barriers to parent involvement, strategies to involve father and the importance of gaining the support of the community. Parent involvement meant recognizing the sharing of responsibility between home and school. Migrant parents expressed appreciation for the help their children were receiving. Parents needed to feel welcome in school.

Educators and administrators of migrant education provided information on successful parent involvement

strategies: home visits, parent training and improved school-home communications. Educators and administrators indicated the goal of migrant education was to increase attendance to enable the students to benefit from the regular curriculum. Migrant support services were designed to lessen the negative results of being migrant on the students. Migrant program strengths identified included instruction in a multitude of areas, increased parent involvement and progress monitoring. Recommendations for migrant program improvement involved continued inservice training for staff to better meet the needs of migrant students.

Educators indicated generating public support to adopt more positive opinions toward migrant farm workers through public information campaigns which included school programs about the contributions of migrant farm workers. Also, to assist migrant farm workers and their families to integrate into society by providing educational opportunities and adequate health care. Educators indicated the urge to change the view of farm workers as replaceable or expendable laborers toward an appreciation of their critical role in a significant sector of the national agricultural economy.

The migrant program has provided for educational continuity, transferable records, and special

accommodations for the education needs of migrant students. Migrant educators indicated migrant education helps students acknowledge the contrast of working in the fields and working in an office. Educators maintained if migrant education continued universities would have more graduates. Migrant education helped students to make decisions and know what to do with their future.

The Migrant Student Network (MSN) has provided a computerized, transferable document on each migrant student. Migrant educations skills checklists have made it possible for states to transfer student records in a uniform method. Migrant health services have been coordinated with migrant education programs. Migrant education continued to coordinate state efforts to identify, enroll and educate migrant students, improve the MSN and involve migrant parents in their children's education.

Statement of the Problem

It was the purpose of the researcher to investigate the opinions of migrant parents and regular classroom teachers toward migrant education.

Rationale and Importance of the Research

It was the purpose of the researcher to investigate the attitudes of parents and teachers toward migrant education. The researcher is a migrant educator, recruiter, health and education record data clerk for the

migrant program in Hays, Kansas. She is responsible for the migrant program in the district. The researcher has been trained to work with high mobility students. She is in an education specialist degree program majoring in administration.

Administrators and educators need information on parent and teacher attitudes toward migrant education for the following reasons:

1. Migrant student learning is associated with migrant parent attitudes;

2. Migrant parent attitudes toward education are not likely to change unless they become involved in the school;

3. Migrant parent attitudes toward school can be changed by their children having positive experiences;

4. Migrant parent attitudes toward education are based on their own school background; and

5. Communication must be two-way and both teachers and migrant parents have responsibility for the child's education.

The present research was unique because it was a study of the opinions of parents who had children in migrant education and opinions of regular classroom teachers. Since the researcher found little information about teacher attitudes toward migrant education, the results of the present study will contribute knowledge of

parent and teacher opinions. The information generated can be used by the researcher, teachers, administrators, and local board of education, state and federal departments of education to evaluate migrant education. The results of the present study can provide a basis for specific changes for improvement. Administrators, teachers and departments of education can use the information generated to improve migrant education and create awareness among teachers and parents about migrant education. Also, results of the study will be helpful to assess staff development needs in order to continue training for migrant educators and recruiters. For migrant education to be successful, support from administrators, teachers, parents, and students is critical. They must be made aware of the benefits of migrant education.

The results of the present study provided information to the following questions:

1. Is there an association between position (parent and teacher) and opinion toward migrant education?

2. Is there an association between age (parent and teacher) and opinion toward migrant education?

3. Is there an association between gender (parent and teacher) and opinion toward migrant education?

4. Is there an association between amount of formal education of parents and opinion toward migrant education?

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5. Is there an association between amount of formal education of teachers and opinion toward migrant education?

6. Is there an association between amount of parent involvement in the child's school and opinion toward migrant education?

7. Is there an association between number of migrant children in school and opinion toward migrant education?

8. Is there an association between number of years a teacher has taught and their opinion toward migrant education?

9. Is there an association between the grade level taught and opinion toward migrant education?

10. Is there an association between migrant students in class and opinion toward migrant education?

Composite Null Hypotheses

All null hypotheses were tested at the.05 level of significance.

1. The differences among mean attitude toward Migrant Education Questionnaire scores for public school teachers and migrant parents according to position, age, and gender will not be statistically significant.

2. The differences among mean attitude toward Migrant Education Questionnaire scores for migrant parents according to amount of formal education, parent

involvement, and number of children in school will not be statistically significant.

3. The differences among mean attitude toward Migrant Education Questionnaire scores for public school teachers according to amount of formal education, number of years taught, and level taught will not be statistically significant.

4. The differences among mean attitude toward Migrant Education Questionnaire scores for public school teachers according to amount of formal education, number of years taught, and migrant students in class will not be statistically significant.

Independent Variables and Rationale

The following independent variables were investigated: position (parent and teacher), age (parent and teacher), gender (parent and teacher), amount of formal education (parent and teacher), parent involvement, number of children in school, number of years taught, level taught, and migrant students in class. These variables were selected because of the lack of studies found in the literature.

Definition of Variables

Independent Variables

Independent variables were taken from information given on copies of the demographic questionnaire. The following independent variables were investigated:

1. position--two levels;

   level one, parents

   level two, teachers

2. age--two levels;

   level one, 36 years old and less

   level two, 37 years old and greater

3. gender--two levels

   level one, male

   level two, female

4. formal education for parents--two levels;

   level one, high school and less

   level two, more than high school

5. formal education for teachers--two levels;

   level one, B.S. Degree

   level two, M.S. Degree and greater

6. parent involvement--four levels,

   level one, once a month

   level two, three times a year

   level three-two times a year

   level four, no participation

7. number of children in school--two levels;

   level one, two children in school and less

   level two, three children in school and more

8. number of years taught--three levels;

   level one, six years and less

level two, seven through fifteen years

level three, more than fifteen years

9. level taught--three levels;

level one, elementary

level two, middle school

level three, high school

10. migrant student in class--two levels,

level one, yes

level two, no

Dependent Variables

The scores from the following subscores of the Opinions Toward Migrant Education Questionnaire were employed as dependent variables:

1. Migrant Students (1 item, possible points 1-5),
2. Migrant Parents (3 items, possible points 3-15),
3. Migrant Education (2 items, possible points 2-10),
4. Regular Classroom Teachers (2 items, possible points 2-10),
5. Migrant Classroom Teacher (2 items, possible points, 2-10), and
6. Total (10 items, possible points 10-50).

Limitations

The results of the present study might have been affected by the following conditions:

1. the sample consisted of those who voluntarily returned the copies of the questionnaires,

2. sample was limited to schools in one geographical area in one state (Kansas),
3. all information came from the same district, and
4. all data were self reported.

Delimitations

The following were not implemented:

1. no pilot study was conducted pertaining to the instrument,
2. no validity study was conducted pertaining to the instrument,
3. no reliability was conducted pertaining to the instrument, and
4. due to the nature of the subjects, interviews were conducted.

Methodology

Setting

This study was conducted in the public school district in the city of Hays, Kansas. Hays has sprung from its roots in the rugged pioneer days of the 1860s to a thriving hub of western Kansas. The community originally served as a railroad and military town famous for its Fort (Hays Unified School District, March 12, 1996).

A retail, medical, financial services, and educational center for a multi-county area, Hays has a

population of nearly 18,500. It is the county seat of Ellis County, which has a population of 26,000. Hays has one of the largest Volga-German populations located in one single area of the United States. The minority population of Hays is 1%, and the median age is 30.8 years. The retired population 65 years and over is 12.5%. The number of households in Hays is 7,202 with the average per household being 2.42 persons (Washington School NCA Report, 1995). The number of households in Ellis County is 10,096 ("Wage Debate," 1996).

Hays is a rural community situated in north central Kansas. Located on I-70, it is the major link between Kansas City and Denver. The city's economy is led by education, agriculture, oil, and tourism. The city's work force is primarily service-oriented. The three largest employers are Hays Medical Center, Fort Hays State University, and Unified School District 489.

The median individual income is $23,259. The city's tax levy is 37.818 mills, the county's levy is 36.352 mills, and the school tax levy is 67.494 mills. The poverty level of Hays is at 15%. A growing base of manufacturing firms contribute to the economy. The city's growth rate of 9% from 1980 to 1990 is expected to increase in the next decade (Washington Elementary School NCA Report, 1995). The city has begun to implement a plan that focuses on activities and facilities for the senior

population, education, recreation, safety, beautification, and the environment. The city has an aggressive water conservation and management program designed to insure future resources.

USD 489 serves a 380-square-mile area of Ellis County, Kansas. About 3,600 students are enrolled in preschool through 12th grade. The district has one high school, two middle schools, eight elementary schools, one preschool, Head Start classes in two locations, and one alternative school. Additionally, the district offers adult basic education and is affiliated with an area technical school. Fort Hays State University, the only four-year college in western Kansas, has about 5,500 students. The district's 600 faculty and other staff members constitute the county's third largest employee work force. An extensive staff inservice program is in place. The district has an annual budget of about $26 million, with per-pupil expenditures of about $4,900. The teacher-pupil ratio is the lowest among comparable school districts (Hays Unified School District, March 12, 1996).

Subjects

A directory of certified/noncertified personnel (1995-96) with assignments was obtained from USD 489. The researcher assigned numbers to regular classroom teachers from elementary and teachers from the middle schools and

the high school who specialized in Math, Language Arts, and Social Science. A table of random numbers was used to obtain a stratified random sample of teachers. One hundred thirty-six teachers (K-12) were selected randomly from 6 elementary schools, 2 middle schools, and 1 high school. Six, ten, or fifteen regular classroom teachers were randomly selected from six of the elementary schools. Fifteen or twenty specialized teachers were selected from both middle schools, and thirty specialized teachers were selected from the high school. The teachers who were identified randomly were distributed as follows:

1. Washington - 6,
2. Wilson - 15,
3. Roosevelt - 15,
4. Jefferson - 10,
5. O'Loughlin - 15,
6. Lincoln - 10,
7. Felten - 20,
8. Kennedy - 15, and
9. Hays High - 30.

A list of migratory parents (1995-96) was also used. All migratory parents who had children in the Hays migrant program were surveyed. A total of 34 parents were interviewed using copies of the questionnaire. Copies of the questionnaires were administered to 136 teachers of the identified schools. Data were collected from teachers

by the present researcher hand delivering a packet of material to each participant. A total of 170 questionnaires were administered. Of the 170 questionnaires, 120 were returned. Thirty-eight copies were incomplete and could not be used in this study. Of the 120 copies returned 82 were complete enough to use. This was a sample size of 48%.

Instrument

Three instruments were employed. They were Demographic Questionnaire for Teachers, Demographic Questionnaire for Parents, and a Migrant Education Questionnaire.

Demographic Questionnaire for Teachers. The Demographic Questionnaire for Teachers was developed by the present researcher (Appendix D). The demographic questionnaire provided a source for independent variables. The information also described the subjects. It consisted of 6 questions for the teachers addressing the following: gender, age, amount of formal education, level at which you teach/specialization, number of years as a teacher and migrant students in class.

Demographic Questionnaire for Parents. The Demographic Questionnaire for Parents wad developed by the present researcher (Appendix E). The demographic questionnaire provided a source for independent variables.

The information also described the subjects. It consisted of 5 questions for the parents addressing the following: gender, age, amount of formal education, number of children in school, and amount of participation in child's school.

Migrant Education Questionnaire. This questionnaire was developed by the present researcher (see Appendix F). Resources found in the related literature and consultation with a panel of experts, Dr. Michael Slattery, Associate Professor, Educational Administration, Dr. Edward Stehno, Professor of Educational Administration, and Dr. Raymond Johnson, Assistant Professor of Educational Administration, Fort Hays State University (see Appendix A), were employed in the development of the instrument. Forty-four statements (see Appendix B) were developed based on the review of literature. Each member of the panel of experts was asked to rate the statements from 5 to 1, based on the perceived importance of each statement. Each expert received a sheet of instructions and a copy of the instrument (see Appendix B). The experts were asked to make changes in the wording of items and include any other statements for this instrument. When the experts returned copies of the instrument, the researcher calculated the sum of the ratings for each item. Three of the items had a sum of 15 each, 4 of the items had a sum of 14 each, and 3 of the items had a sum of 13 which gave a total of 10

items. The items which had sums of 15, 14, and 13 were considered to be the best (see Appendix C). The researcher divided items of the instrument into five categories. The questionnaire, with responses on a Likert-type scale, addressed the following categories: migrant students (1 item-number 38, see Appendix B), migrant parents (3 items-number 4, 7, 9, see Appendix B), migrant education (2 items-31, 1, Appendix B), regular classroom teachers (2 items-17, 14, Appendix B) and migrant classroom teacher (2 items-11,44, Appendix B). Each item had 5 options, Strongly agree = 5 and Strongly Disagree = 1. The completed questionnaire consisted of ten items. The following items were on each scale: migrant students (item number 1, Appendix F), migrant parents (item numbers 2, 3, 4, Appendix F), migrant education (item numbers 5, 6, Appendix F), regular classroom teacher (item numbers 7, 8, Appendix F) and migrant classroom teacher (item numbers 9, 10, Appendix F). Each category was treated as a scale. The scales were as follows:

Migrant Students (1 item with possible points 1-5)

Migrant Parents (3 items with possible points 3-15)

Migrant Education (2 items with possible points 2-10)

Regular Classroom Teachers (2 items with possible points 2-10)

Migrant Classroom Teacher (2 items with possible points 2-100)

Total (10 items with possible points 10-50).

The instrument was scored as follows: The number for the responses to each item for the scales and total instrument were summed. Respondents were asked to rate each item on a continuum ranging from 5-Strongly Agree to 1-Strongly Disagree. The instrument generated six scores. Due to expense and time which would have been involved, the instrument was not subjected to reliability and validity studies.

Design and Data Collection Procedures

A status survey factorial design was employed. The following independent variables were investigated: position (parent and teacher), age (parent and teacher), gender (parent and teacher), amount of formal parent education, parent involvement, number of children in school, number of years taught, and migrant students in class. The dependent variables were scores from the following scales of the Migrant Education Questionnaire: Migrant Students, Migrant Parents, Migrant Education, Classroom Teachers, Migrant Teacher and Total. The sample consisted of 49 teachers from 9 schools and 33 migratory parents. Four composite null hypotheses were tested with three-way analysis of variance (general linear model) at

the .05 level of significance. The following designs were used with the composite null hypothesis:

Composite Null Hypothesis Number 1, a 2x2x2 factorial design.

Composite Null Hypothesis Number 2, a 2x4x2 factorial design,

Composite Null Hypothesis Number 3, a 2x3x3 factorial design, and

Composite Null Hypothesis Number 4, a 2x3x2 factorial design.

Data were collected from teachers of the 9 schools by the present researcher hand delivering a packet of material containing the following to each teacher identified as a subject: copies of letter of instruction (see Appendix H), Demographic Questionnaire for Teachers (see Appendix D) and Migrant Education Questionnaire (see Appendix F). Data were collected from migratory parents by the present researcher interviewing each parent identified as a subject, using the following: Demographic Questionnaire for Parents (see Appendix E) and Migrant Education Questionnaire (see Appendix F). The present researcher read instructions (see Appendix G) to each parent at the time interview was conducted.

The researcher examined each copy of the questionnaire for completeness and coded information on each copy of the questionnaires for analysis. The data

were analyzed by Fort Hays State University Computer Center personnel using a main frame computer Statistical Analysis System.

Data Analysis

The following were compiled:

1. appropriate descriptive statistics;
2. three-way analysis of variance (general linear model);
3. Bonferroni (Dunn) t-test for means; and
4. Duncan's multiple range test for means.

Results

The purpose of the researcher was to investigate the opinions of migrant parents and regular classroom teachers toward migrant education. A status survey factorial design was employed. The independent variables investigated were: position (parent and teacher), age (parent and teacher), gender (parent and teacher), amount of formal education (parent and teacher), parent involvement, number of children in school, number of years taught, level taught, and migrant students in class. The dependent variables were scores from the following subscales of the Opinion Toward Migrant Education Questionnaire: Migrant Students, Migrant Parents, Migrant Education, Regular Classroom Teachers, Migrant Classroom Teacher and Total.

The sample consisted of 34 migrant parents and 136 regular classroom teachers. Four composite null hypotheses were tested at the .05 level of significance employing three-way analysis of variance (general linear model). The following design was employed with each null hypothesis:

composite null hypothesis number 1, a 2x2x2 factorial design;

composite null hypothesis number 2, a 2x4x2 factorial design;

composite null hypothesis number 3, a 2x3x3 factorial design; and

composite null hypothesis number 4, a 2x3x2 factorial design.

The results section was organized according to composite null hypotheses for ease of reference. The results pertaining to each composite null hypothesis were presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that the differences among the mean Opinion Toward Migrant Education Questionnaire scores for teachers and migrant parents according to position, age, and gender would not be statistically significant. Information pertaining to composite null hypothesis number 1 was presented in Table 1. The following were cited in Table 1: variables, group sizes, means, standard deviations, F values, and p levels.

Table 1: A Comparison of Mean Migrant Education Questionnaire Scores for Teachers and Migrant Parents According to Position, Age, and Gender Employing a Three-Way Analysis of Variance.

Variable	n	M*	s	F value	p level
		Migrant Students**			
Position (A)					
Teachers	47	3.1	0.91	2.17	.1453
Migrant Parents	33	2.9	0.84		
Age (B)					
36 or less	41	3.0	0.92	2.16	.1458
37 and greater	39	3.2	0.84		
Gender (C)					
Male	17	2.9	0.86	0.03	.8569
Female	63	3.1	0.89		
		Interactions			
		A x B		0.82	.3693
		A x C		1.30	.2574
		B x C		0.41	.5244
		A x B x C		2.31	.1325

(continued)

Table 1 (continued)

Variable	n	M*	s	F value	p level
		Migrant Parents			
Position (A)					
Teachers	47	13.6[a]	0.55	33.50	.0001
Migrant Parents	33	11.8[b]	1.12		
Age (B)					
36 or less	41	12.9	1.35	0.33	.5698
37 and greater	39	12.8	1.21		
Gender (C)					
Male	17	12.4	0.71	0.59	.4441
Female	63	13.0	1.37		
		Interactions			
		A x B		0.50	.4821
		A x C		1.84	.1789
		B x C		0.44	.5105
		A x B x C		0.01	.9149

(continued)

Table 1 (continued)

Variable	n	M*	s	F value	p level
		Migrant Education			
Position (A)					
Teachers	47	7.5[a]	1.26	19.32	.0001
Migrant Parents	33	6.0[b]	1.28		
Age (B)					
36 or less	41	6.9	1.39	0.09	.7660
37 and greater	39	6.9	1.54		
Gender (C)					
Male	17	6.6	1.58	0.29	.5931
Female	63	7.0	1.43		
		Interactions			
		A x B		1.28	.2623
		A x C		0.16	.6930
		B x C		1.92	.1703
		A x B x C		0.31	.5814

(continued)

Table 1 (continued)

Variable	n	M*	s	F value	p level
		Regular Classroom Teachers			
Position (A)					
Teachers	47	7.2	1.00	0.52	.4717
Parents	33	6.6	1.24		
Age (B)					
36 or less	41	6.8	1.24	0.54	.4638
37 and greater	39	7.1	1.12		
Gender (C)					
Male	17	6.9	0.99	0.47	.4949
Female	63	7.0	1.22		
		Interactions			
		A x B		3.80	.0553
		A x C		0.60	.4417
		B x C		4.89	.0302
		A x B x C		4.00	.0494

(continued)

Table 1 (continued)

Variable	n	M*	s	F value	p level
		Migrant Classroom Teacher			
Position (A)					
Teachers	47	8.3	0.91	25.48	.0001
Parents	33	7.2	1.07		
Age (B)					
36 or less	41	7.8	1.12	0.34	.5599
37 and greater	39	7.8	1.20		
Gender (C)					
Male	17	7.7	1.36	1.09	.3007
Female	63	7.9	1.10		
		Interactions			
		A x B		2.98	.0888
		A x C		0.84	.3628
		B x C		3.57	.0628
		A x B x C		0.04	.8515

(continued)

Table 1 (continued)

Variable	n	M*	s	F value	p level
		Total Score			
Position (A)					
Teachers	47	39.7[a]	2.58	34.66	.0001
Parents	33	34.5[b]	3.26		
Age (B)					
36 or less	41	37.3	3.87	0.09	.7666
37 and greater	39	37.8	4.05		
Gender (C)					
Male	17	36.5	3.83	0.00	.9771
Female	63	37.8	3.96		
		Interactions			
		A x B		0.14	.7123
		A x C		0.01	.9197
		B x C		0.59	.4441
		A x B x C		0.00	.9789

*The larger the value the more positive the opinion.

**The possible scores and theoretical mean for each scale were the following: Migrant Students (1-5,30); Migrant Parents (3-15,9); Migrant Education (2-10,6); Regular Classroom Teachers (2-10,6); Migrant Classroom Teacher (2-10,6); and Total Score (10-50,30).

[ab]Difference statistically significant at the .05 level according to Bonferroni (Dunn) t-test for means.

Six of the 42 p values were statistically significant at the.05 level; therefore, the null hypotheses for these comparisons were rejected. Four of the six statistically significant comparisons were for main effects. The following main effects were statistically significant:

1. the independent variable position for the dependent variable Migrant Parents;

2. the independent variable position for the dependent variable Migrant Education;

3. the independent variable position for the dependent variable Migrant Classroom Teacher, and

4. the independent variable position for the dependent variable Total Score.

The results cited in Table 1 indicated the following for main effects:

1. teachers rated the scale Migrant Parents higher (more positive) than migrant parents;

2. teachers rated the scale Migrant Education higher (more positive) than migrant parents;

3. teachers rated the scale Migrant Classroom Teacher higher (more positive) than migrant parents; and

4. teachers rated scale Total Score higher (more positive) than migrant parents.

Two of the six statistically significant comparisons were for interactions. The following interactions were statistically significant at the .05 level;

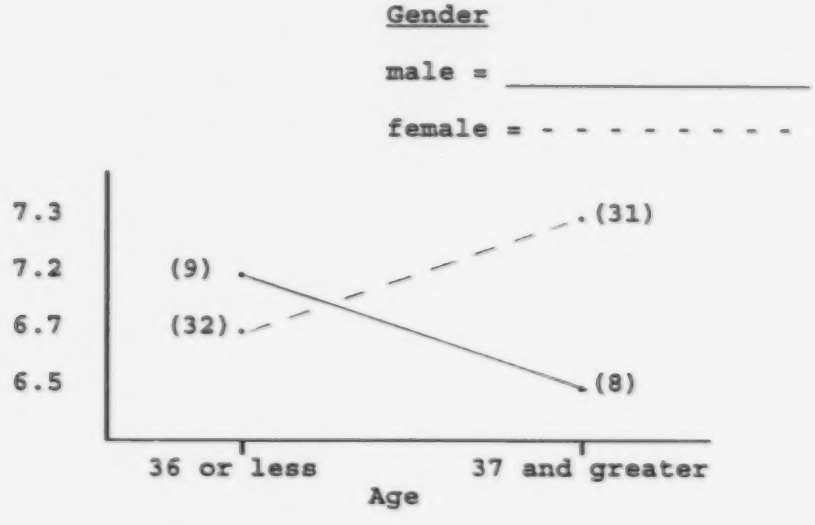
1. the independent variables age and gender for the dependent variable Regular Classroom Teachers; and

2. the independent variables position, age, and gender for the dependent variable Regular Classroom Teachers.

The interaction between age and gender for the dependent variable Regular Classroom Teachers was depicted in a profile plot. Figure 1 contains mean Regular Classroom Teacher scores and curves for gender.

Figure 1

The Interaction Between Independent Variables Age and Gender for the Dependent Variable Regular Classroom Teachers



The interaction between the independent variables age and gender for the dependent variable Regular Classroom Teacher was disordinal. The results cited in Figure 1 indicated the following:

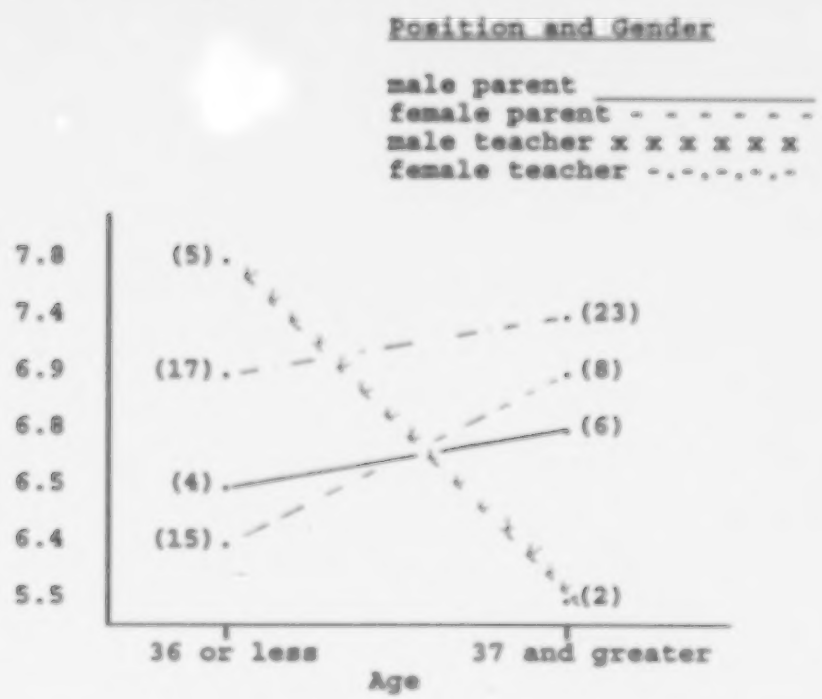
1. females 37 and greater had numerically the largest mean Regular Classroom Teacher score of any subgroup; and

2. males 37 and greater had numerically the lowest mean Regular Classroom Teacher score of any subgroup.

The interaction among the independent variables position, age, and gender for the dependent variable Regular Classroom Teachers was depicted in a profile plot. Figure 2 contains mean Regular Classroom Teacher scores and curves for position and gender.

Figure 2

The Interaction Among Position, Age, and Gender for the Dependent Variable Regular Classroom Teacher



The interaction among position, age, and gender for the dependent variable Regular Classroom Teacher was disordinal. The results cited in Figure 2 indicated the following:

1. male teachers age 36 or less had numerically the largest mean Regular Classroom Teacher score of any subgroup, and

2. male teachers age 37 years and greater and female parents age 36 or less had numerically the smallest mean scores of any subgroups.

It was hypothesized in composite null hypothesis number 2 that the differences among mean Opinion Toward Migrant Education Questionnaire scores for migrant parents according to amount of formal education, parent involvement, and number of children in school would not be statistically significant. Information pertaining to composite null hypothesis number 2 was presented in Table 2. The following were cited in Table 2: variables, group sizes, means, standard deviations, F values, and p levels.

Table 2: A Comparison of Mean Migrant Education Questionnaire Scores for Migrant Parents According to Amount of Formal Education, Parent Involvement, and Number of Children in School Employing a Three-way Analysis of Variance (general linear model)

Variable	n	M*	s	F value	p level
		Migrant Students**			
Amount of Formal Education (D)					
High School or less	12	3.1	0.79	2.18	.1545
More than High School	21	2.8	0.87		
Parent Involvement (E)					
Once a month	15	2.9	0.88		
3 times a year	6	3.3	0.82	1.99	.1457
2 times a year	7	2.3	0.49		
None	5	3.2	0.84		
Number of Children in School (F)					
2 or less	24	3.0	0.86	0.23	.6368
3 or more	9	2.6	0.73		
		Interactions			
		D x E		1.99	.1457
		D x F		2.87	.1052
		E x F		0.95	.4347
		D x E x F		0.39	.6848

(continued)

Table 2 (continued)

Variable	n	M*	s	F value	p level
		Migrant Parents**			
Amount of Formal Education (D)					
High School or less	12	11.7	0.65	1.83	.1901
More than High School	21	11.9	0.48		
Parent Involvement (E)					
Once a month	15	11.8	0.56		
3 times a year	6	11.7	0.82	1.85	.1689
2 times a year	7	11.9	0.38		
None	5	11.8	0.45		
Number of Children in School (F)					
2 or less	24	11.7	0.62	0.96	.3393
3 or more	9	12.0	0.00		
		Interactions			
		D x E		4.33	.0158
		D x F		0.00	1.000
		E x F		0.23	.7974
		D x E x F		***	***

(continued)

Table 2 (continued)

Variable	n	M*	s	F value	p level
		Migrant Education			
Amount of Formal Education (D)					
High School or less	12	6.3	1.14	1.35	.2577
More than High School	21	5.9	1.34		
Parent Involvement (E)					
Once a month	15	6.3	1.39		
3 times a year	6	6.5	1.38	1.85	.1693
2 times a year	7	5.4	0.98		
None	5	5.6	0.89		
Number of Children in School (F)					
2 or less	24	6.1	1.10	0.01	.9123
3 or more	9	5.9	1.69		
		Interactions			
		D x E		3.26	.0418
		D x F		0.69	.4157
		E x F		0.24	.7913
		D x E x F		•••	•••

(continued)

Table 2 (continued)

Variable	n	M*	s	F value	p level
Regular Classroom Teachers					
Amount of Formal Education (D)					
High School or less	12	6.5	0.80	1.18	.2899
More than High School	21	6.7	1.11		
Parent Involvement (E)					
Once a month	15	6.8	1.15		
3 times a year	6	6.8	1.38	1.99	.9454
2 times a year	7	6.3	1.11		
None	5	6.2	0.89		
Number of Children in School (F)					
2 or less	24	6.6	1.06	1.72	.2044
3 or more	9	6.7	0.87		
Interactions					
D x E				1.13	.3615
D x F				3.16	.0898
E x F				1.06	.3633
D x E x F				***	***

(continued)

Table 2 (continued)

Variable	n	M*	s	F value	p level
		Migrant Teacher			
Amount of Formal Education (D)					
High School or less	12	7.3	0.79	2.05	.1669
More than High School	21	7.1	0.97		
Parent Involvement (E)					
Once a month	15	7.3	0.90	0.43	.7370
3 times a year	6	6.7	0.82		
2 times a year	7	6.9	0.90		
None	5	7.6	0.89		
Number of Children in School (F)					
2 or less	24	7.2	0.88	0.73	.4022
3 or more	9	7.0	1.00		
		Interactions			
		D x E		9.53	.0004
		D x F		0.03	.8647
		E x F		6.30	.0072
		D x E x F		***	***

(continued)

Table 2 (continued)

Variable	n	M*	s	F value	p level
		Total			
Amount of Formal Education (D)					
High School or less	12	34.8	1.64	2.90	.1031
More than High School	21	34.3	3.00		
Parent Involvement (E)					
Once a month	15	35.1	2.67	1.03	.3993
3 times a year	6	35.0	2.61		
2 times a year	7	32.7	2.56		
None	5	34.4	1.52		
Number of Children in School (F)					
2 or less	24	34.6	2.46	1.68	.2090
3 or more	9	34.1	2.98		
		Interactions			
		D x E		3.43	.0355
		D x F		3.66	.0696
		E x F		1.30	.2936
		D x E x F		***	***

*The larger the value the more positive the opinion.

**The possible scores and theoretical mean for each scale were the following: Migrant Students (1-5,3); Migrant Parents (3-15,9) Migrant Education (2-10,6); Regular Classroom Teachers (2-10,6); Migrant Classroom Teacher (2-10,6); and Total (10-50,30).

***Analysis could not be made due to nature of the sample.

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Five of the 36 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The five statistically significant comparisons were for interactions. The following interactions were statistically significant.

1. the independent variables amount of parent formal education and parent involvement for the dependent variable Migrant Parents,

2. the independent variables amount of parent formal education and parent involvement for the dependent variable Migrant Education,

3. the independent variables amount of parent formal education and parent involvement for the dependent variable Migrant Teacher,

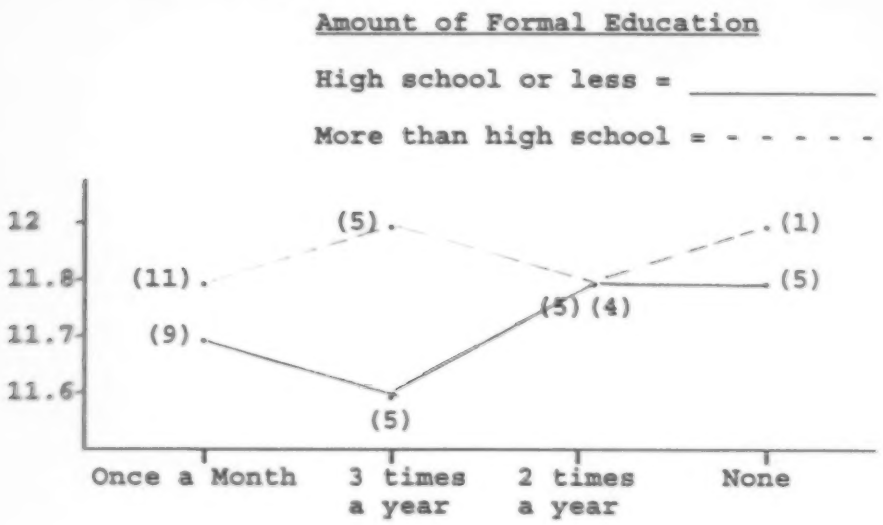
4. the independent variables of parent involvement and number of children in school for the dependent variable Migrant Teacher, and

5. the independent variables amount of parent formal education and parent involvement for the dependent variable Total.

The interaction between amount of parent formal education and parent involvement for the dependent variable Migrant Parent was depicted in a profile plot. Figure 3 contains mean Migrant Parent scores and curves for formal education.

Figure 3

The Interaction Between Independent Variables Amount of Formal Education and Parent Involvement for the Dependent Variable Migrant Parent



The interaction between the independent variables amount of formal education and parent involvement for the dependent variable Migrant parent was disordinal. The results cited in Figure 3 indicated the following:

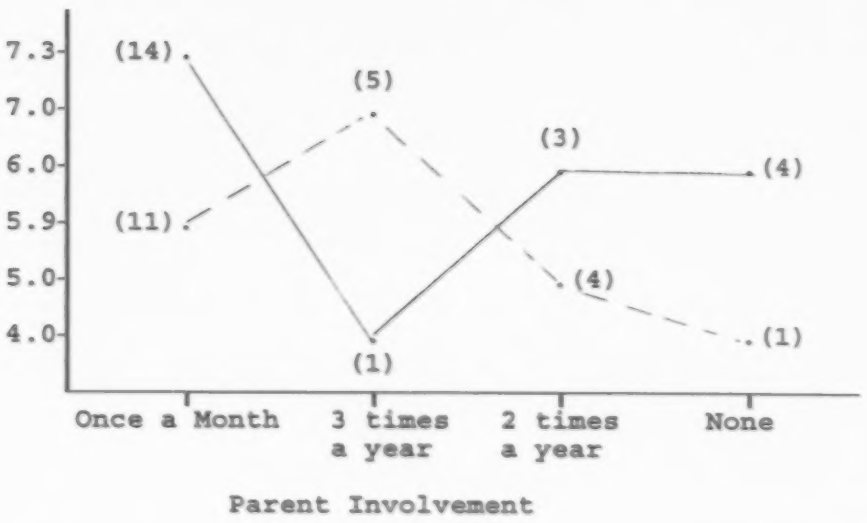
1. Parents with more than high school education who participated 3 times a year and those who participated none had numerically the highest mean Migrant Parent scores of any subgroup, and

2. Parents with high school education or less who participated 3 times a year had numerically the lowest mean Migrant Parent scores of any subgroup.

The interaction between the independent variables amount of formal education and parent involvement for the dependent variable Migrant Education was depicted in a profile plot. Figure 4 contains mean Migrant Education scores and curves for formal education.

Figure 4

The Interaction Between Independent Variables Amount of Formal Education and Parent Involvement for the Dependent Variable Migrant Education



The interaction between the independent variables amount of formal education and parent involvement for the

dependent variable Migrant Education was disordinal. The results cited in Figure 4 indicated the following:

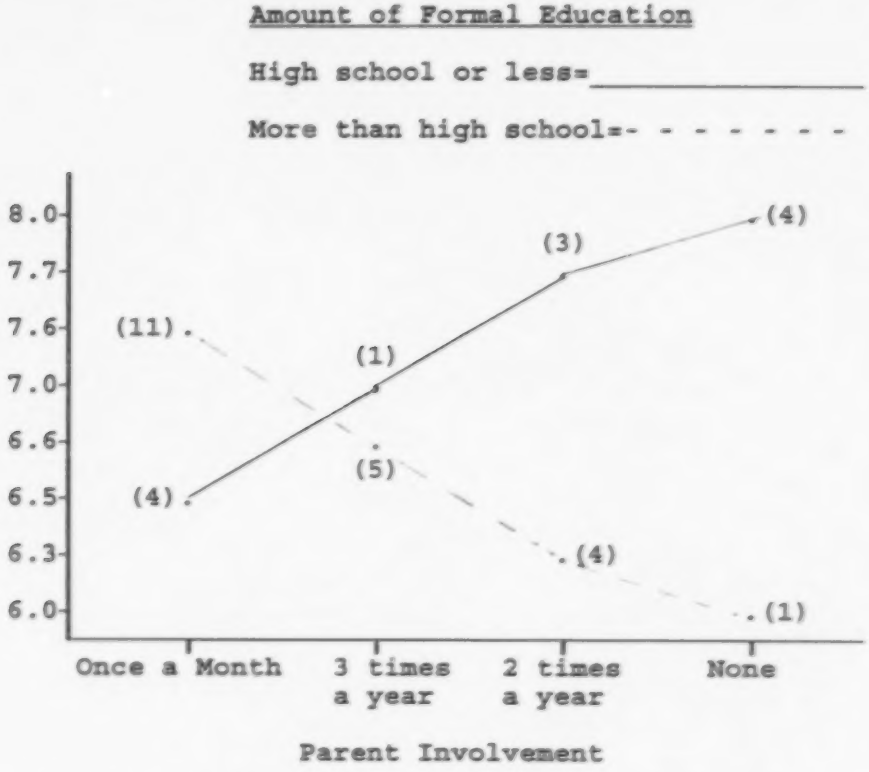
1. parents with high school education or less had numerically the highest mean Migrant Education score of any subgroup, and

2. parents with high school education or less who participated 3 times a year and parents with more than high school education who participated none had numerically the lowest Migrant Education mean scores of any subgroup.

The interaction between the independent variables amount of formal education and parent involvement for the dependent variable Migrant Teacher was depicted in a profile plot. Figure 5 contains mean Migrant Teacher scores and curves for formal education.

Figure 5

The Interaction Between Independent Variables Amount of Formal Education and Parent Involvement for the Dependent Variable Migrant Teacher



The interaction between the independent variables amount of formal education and parent involvement for the dependent variable Migrant Teacher was disordinal. The results cited in Figure 5 indicated the following:

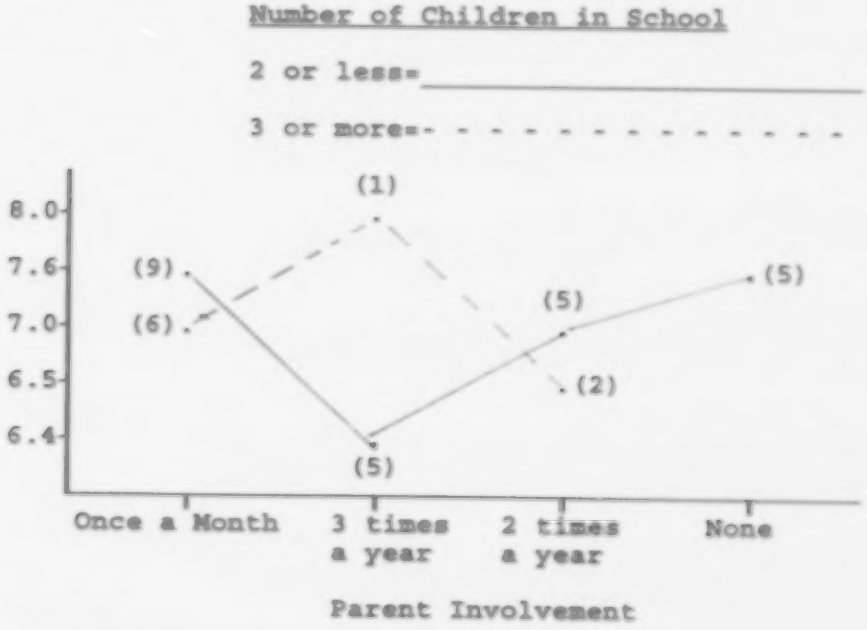
1. parents with high school education or less who participated none had numerically the largest mean Migrant Teacher score of any subgroup, and

2. parents with more than high school education who participated none had numerically the lowest mean Migrant Teacher score of any subgroup.

The interaction between the independent variables parent involvement and number of children in school for the dependent variable Migrant Teacher was depicted in a profile plot. Figure 6 contains mean Migrant Teacher scores and curves for parent involvement.

Figure 6

The Interaction Between Independent Variables Parent Involvement and the Number of Children in School for the Dependent Variable Migrant Teacher



The interaction between the independent variables parent involvement and number of children in school for the dependent variable Migrant Teacher was disordinal. The results cited in Figure 6 indicated the following:

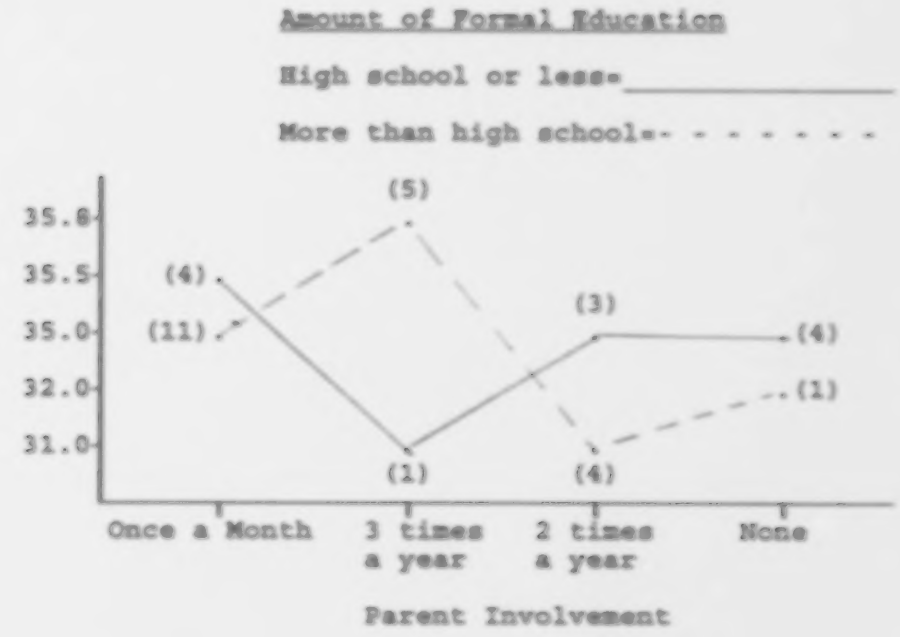
1. parents with 3 or more children in school who participated 3 times a year had numerically the highest mean Migrant Teacher score of any subgroup, and

2. parents with 2 or less children in school who participated 3 times a year had numerically the lowest mean Migrant Teacher score of any subgroup.

The interaction between the independent variables parent formal education and parent involvement for the dependent variable Total was depicted in a profile plot. Figure 7 contains mean Total scores and curves for formal education.

Figure 7

The Interaction Between Independent Variables Parent Formal Education and Parent Involvement for the Dependent Variable Total



The interaction between the independent variables parent formal education and parent involvement for the dependent variable Total was disordinal. The results cited in Figure 7 indicated the following:

1. parents with more than high school formal education who participated 3 times a year had numerically the highest mean Total score of any subgroup and,

2. parent with high school of less formal education who participated 3 times a year and parents with more than

high school formal education who participated 2 times a year had numerically the lowest mean Total scores of any subgroup.

It was hypothesized in composite null hypothesis number 3 that the differences among mean Opinion Toward Migrant Education Questionnaire scores for public school teachers according to amount of formal education, number of years taught, and level taught would not be statistically significant. Information pertaining to composite null hypothesis number 3 was presented in Table 3. The following were cited in Table 3: variables, group sizes, means, standard deviations, F values, and p levels.

Table 3: A Comparison of Mean Opinion Toward Migrant Education Questionnaire Scores for Public School Teachers According to Amount of Formal Education, Number of Years Taught, and Level Taught Employing a Three-Way Analysis of Variance

Variable	n	M*	s	F value	p level
		Migrant Student**			
Amount of Formal Education (G)					
B.S. Degree	19	3.2	1.03	0.67	.4180
M.S. Degree and Greater	28	3.1	0.83		
Number of Years Taught (H)					
6 years or less	16	3.1	0.96		
7 through 15	15	2.9	0.96	0.50	.6131
more than 15	16	3.4	0.81		
Level Taught (I)					
Elementary	32	3.2	0.94		
Middle School	7	3.3	0.76	0.79	.4612
High School	8	2.8	0.89		
		Interactions			
		G x H		1.42	.2553
		G x I		1.56	.2199
		H x I		2.09	.1201
		G x H x I		4.28	.0466

(continued)

Table 3 (continued)

Variable	n	M*	s	F value	p level
		Migrant Parents			
Amount of Formal Education (G)					
B.S. Degree	19	13.9	1.10	0.03	.8675
M.S. Degree and Greater	28	13.4	1.10		
Number of Years Taught (H)					
6 years or less	16	14.0	1.15		
7 through 15	15	13.4	1.06	0.17	.8460
More than 15	16	13.3	1.09		
Level Taught (I)					
Elementary	32	13.6	1.24		
Middle School	7	13.4	0.79	0.08	.9199
High School	8	13.6	0.92		
		Interactions			
		G x H		0.17	.8461
		G x I		0.24	.6297
		H x I		0.53	.6666
		G x H x I		3.02	.0915

(continued)

Table 3 (continued)

Variable	n	M*	s	F value	p level
		Migrant Education			
Amount of Formal Education (G)					
B.S. Degree	19	7.3	1.49	3.39	.0744
M.S. Degree and Greater	28	7.6	1.13		
Number of Years Taught (H)					
6 years or less	16	7.6	1.67		
7 through 15	15	7.4	1.06	1.50	.2388
More than 15	16	7.4	0.09		
Level Taught (I)					
Elementary	32	7.6	1.18		
Middle School	7	6.6	0.98	1.66	.2062
High School	8	7.8	1.67		
		Interactions			
		G x H		0.83	.4431
		G x I		0.70	.4090
		H x I		1.05	.3814
		G x H x I		0.64	.4299

(continued)

Table 3 (continued)

Variable	n	M*	s	F value	p level
Regular Classroom Teacher					
Amount of Formal Education (G)					
B.S. Degree	19	7.3	1.41	2.63	.1146
M.S. Degree and Greater	28	7.1	1.13		
Number of Years Taught (H)					
6 years or less	16	7.1	1.39		
7 through 15	15	7.1	0.74	1.67	.2036
More than 15	16	7.3	1.49		
Level Taught (I)					
Elementary	32	7.3	1.37		
Middle School	37	6.6	0.98	0.66	.5213
High School	8	7.3	0.71		
Interactions					
G x H				1.73	.1929
G x I				0.74	.3944
H x I				0.81	.4958
G x H x I				0.37	.5491

(continued)

Table 3 (continued)

Variable	n	M*	s	F value	p level
		Migrant Teacher			
Amount of Formal Education (G)					
B.S. Degree	19	8.3	0.99	0.94	.3405
M.S. Degree and Greater	28	8.4	1.13		
Number of Years Taught (H)					
6 years or less	16	8.4	0.89		
7 through 15	15	7.9	1.28	0.79	.4621
More than 15	16	8.6	0.96		
Level Taught (I)					
Elementary	32	8.3	1.05		
Middle School	7	8.6	0.79	0.03	.9675
High School	8	8.3	1.39		
		Interactions			
		G x H		0.35	.7084
		G x J		6.55	.0153
		H x J		2.96	.0465
		G x H x J		1.53	.2243

(continued)

Table 3 (continued)

Variable	n	M*	s	F value	p level
		Total			
Amount of Formal Education (G)					
B.S. Degree	19	40.0	3.42	0.01	.9250
M.S. Degree and Greater	28	39.5	3.19		
Number of Years Taught (H)					
6 years or less	16	40.3	3.40		
7 through 15	15	40.0	2.81	0.22	.8005
More than 15	16	38.8	3.52		
Level Taught (I)					
Elementary	32	40.0	3.54		
Middle School	7	38.4	2.76	0.48	.6206
High School	8	39.6	2.39		
		Interactions			
		G x H		1.04	.3631
		G x J		1.69	.2021
		H x J		2.04	.1271
		G x H x J		0.15	.6972

*the larger the value the more positive the opinion.
**the possible scores and theoretical mean for each scale were the following: Migrant Students (1-5,30); Migrant Parents (3-15,9); Migrant Education (2-10,6); Regular Classroom Teachers (2-10,6); Migrant Classroom Teacher (2-10,6); and Total Score (10-50,30).

Three of the 42 p levels were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The 3 statistically significant comparisons were for the following interactions:

1. the independent variables amount of formal education, number of years taught, and level taught for the dependent variable Migrant Students,

2. the independent variables amount of formal education and level taught for the dependent variable Migrant Teacher, and

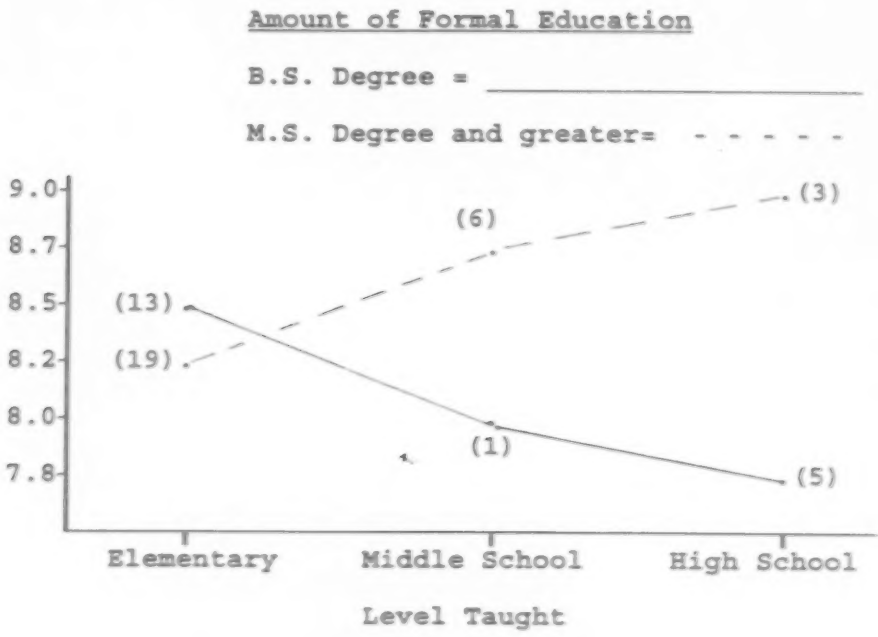
3. the independent variables number of years taught and level taught for the dependent variable Migrant Teacher.

The interaction among the independent variables amount of formal education, number of years taught and level taught for the dependent variable Migrant Student was not presented in a figure due to the sample size and the nature of the data. Too many cells were empty for a graphic representation to be meaningful.

The interaction among the independent variables amount of formal education and level taught for the dependent variable Migrant Teacher was depicted in a profile plot. Figure 8 contains mean Migrant Teacher scores and curves for amount of formal education and level taught.

Figure 8

The Interaction Between Independent Variables Amount of Formal Education and Level Taught for the Dependent Variable Migrant Teacher



The interaction between the independent variables amount of formal education and level taught for the dependent variable Migrant Teacher was disordinal. The results cited in Figure 8 indicated the following:

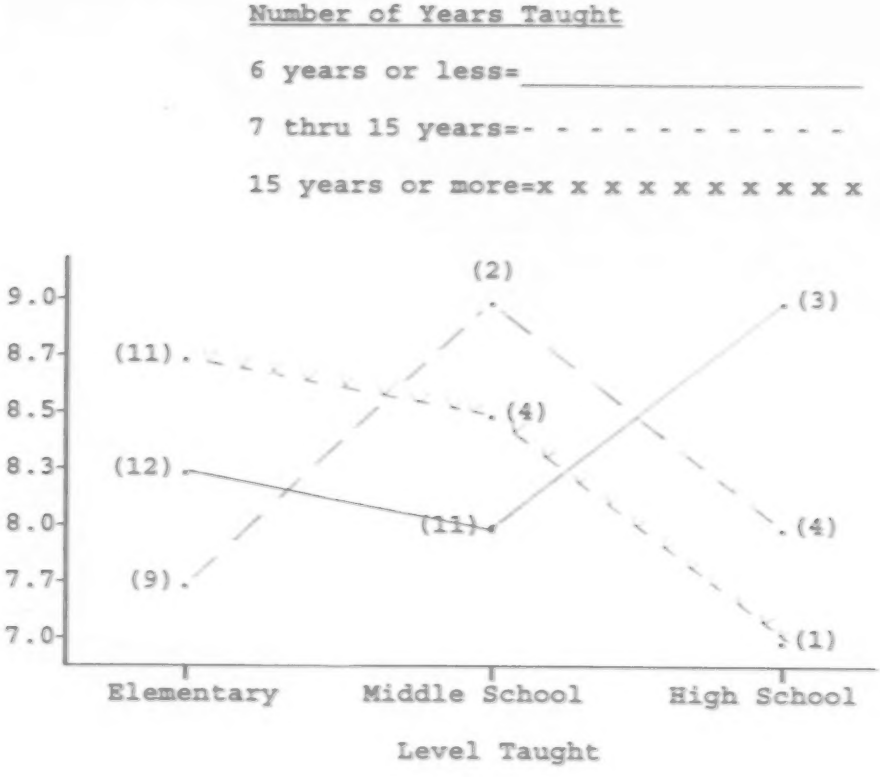
1. teachers with Masters Degree and greater who taught high school rated Migrant Teacher numerically higher than any other subgroup, and

2. teachers with B.S. Degrees who taught high school rated Migrant Teacher numerically lower than any other subgroup.

The interaction between the independent variables number of years taught and level taught for the dependent variable Migrant Teacher was depicted in a profile plot. Figure 9 contains mean Migrant Teacher scores and curves for the number of years taught.

Figure 9

The Interaction Between Independent Variables Number of Years Taught and Level Taught for the Dependent Variable Migrant Teacher



The interaction between the independent variables number of years taught and level taught for the dependent variable Migrant Teacher was disordinal. The results cited in Figure 9 indicated the following:

1. teachers who taught 6 years or less at the high school level and teachers who taught 7 through 15 years at the middle school level rated Migrant Teacher numerically higher than any other subgroup, and

2. teachers who taught 7 through 15 years at the elementary level and teachers who taught 15 or more years at the high school level rated Migrant Teacher numerically lower than any other subgroup.

It was hypothesized in composite null hypothesis number 4 that the differences among mean Opinion Toward Migrant Education Questionnaire scores for public school teachers according to amount of formal education, number of years taught, and migrant students in class would not be statistically significant. Information pertaining to composite null hypothesis number 4 was presented in Table 4. The following was cited in Table 4: variables, group sizes, means, standard deviations, F values, and p levels.

Table 4: A Comparison of Mean Opinion Toward Migrant Education Questionnaire Scores for Public School Teachers According to Amount of Formal Education, Number of Years Taught, and Migrant Students in Class Employing a Three-Way Analysis of Variance

Variable	n	M*	s	F value	p level
		Migrant Students**			
Amount of Formal Education (G)					
B.S. Degree	19	3.2[g]	1.03	5.03	.0312
M.S. Degree and Greater	28	3.1[h]	0.83		
Number of Years Taught (H)					
6 years or less	16	3.1	0.96		
7 through 15	15	2.9[g]	0.96	3.46	.0422
more than 15	16	3.4[h]	0.81		
Migrant Students in Class (J)					
Yes	11	2.5[a]	1.04	5.89	.0204
No	36	3.4[b]	0.76		
		Interactions			
		G x H		1.97	.1542
		G x J		2.35	.1337
		H x J		1.16	.3255
		G x H x J		0.63	.4319

(continued)

Table 4 (continued)

Variable	n	M*	s	F value	p level
		Migrant Parents			
Amount of Formal Education (G)					
B.S. Degree	19	13.9	1.10	0.04	.8430
M.S. Degree and Greater	28	13.4	1.10		
Number of Years Taught (H)					
6 years or less	16	14.0	1.15		
7 through 15	15	13.4	1.06	0.63	.5363
More than 15	16	13.3	1.08		
Migrant Students in Class (J)					
Yes	11	13.1	1.14	2.67	.1113
No	36	13.7	1.09		
		Interactions			
		G x H		1.17	.8414
		G x J		1.04	.3157
		H x J		0.01	.9931
		G x H x J		0.16	.6894

(continued)

Table 4 (continued)

Variable	n	M*	s	F value	p level
		Migrant Education			
Amount of Formal Education (G)					
B.S. Degree	19	7.3	1.49	1.95	.1709
M.S. Degree and Greater	28	7.6	1.13		
Number of Years Taught (H)					
6 years or less	16	7.6	1.67		
7 through 15	15	7.4	1.06	2.32	.1129
More than 15	16	7.4	1.09		
Migrant Students in Class (J)					
Yes	11	6.9[g]	1.45	4.36	.0439
No	36	7.7[h]	1.20		
		Interactions			
		G x H		1.25	.2977
		G x J		0.32	.5779
		H x J		1.08	.3503
		G x H x J		0.24	.6277

(continued)

Table 4 (continued)

Variable	n	M*	s	F value	p level
		Regular Classroom Teacher			
Amount of Formal Education (G)					
B.S. Degree	19	7.3	1.41	1.10	.3006
M.S. Degree and Greater	28	7.1	1.13		
Number of Years Taught (H)					
6 years or less	16	7.1	0.89		
7 through 15	15	7.1	1.28	0.41	.6640
More than 15	16	7.3	1.49		
Migrant Students in Class (J)					
Yes	11	6.9	1.04	0.08	.7813
No	36	7.3	1.30		
		Interactions			
		G x H		1.40	.2589
		G x J		0.35	.5603
		H x J		1.14	.3320
		G x H x J		1.28	.2645

(continued)

Table 4 (continued)

Variable	n	M*	s	F value	p level
		Migrant Teacher			
Amount of Formal Education (G)					
B.S. Degree	19	8.3	0.99	2.43	.1276
M.S. Degree and Greater	28	8.4	1.12		
Number of Years Taught (H)					
6 years or less	16	8.4	0.89		
7 through 15	15	7.9[g]	1.28	5.28	.0098
More than 15	16	8.6[h]	0.96		
Migrant Students in Class (J)					
Yes	11	7.8	1.08	1.69	.2020
No	36	8.5	1.03		
		Interactions			
		G x H		3.68	.0352
		G x J		8.86	.0052
		H x J		1.12	.3388
		G x H x J		1.73	.1961

(continued)

Table 4 (continued)

Variable	n	M*	s	F value	p level
		Total			
Amount of Formal Education (G)					
B.S. Degree	19	40.0	3.42	1.10	.3005
M.S. Degree and Greater	28	39.5	3.19		
Number of Years Taught (H)					
6 years or less	16	40.3	3.40		
7 through 15	15	38.8	2.81	2.61	.0872
More than 15	16	40.0	3.52		
Migrant Students in Class (J)					
Yes	11	37.2[a]	2.48	7.45	.0098
No	36	40.5[b]	3.09		
		Interactions			
		G x H		3.26	.0500
		G x J		0.25	.6202
		H x J		0.17	.8425
		G x H x J		1.14	.2918

*The larger the value the more positive the opinion.

**The possible scores and theoretical mean scale for each scale were the following: Migrant Students (1-5,3); Migrant Parents (3-15,9); Migrant Education (2-10,67); Regular Classroom Teachers (2-10,6); Migrant Classroom Teacher (2-10,6); and Total (10-50,30).

[ab]Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

[gh]Difference statistically significant at the .05 level.

Nine of the 42 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Six of the statistically significant comparisons were for main effects. The following main effects were statistically significant:

1. the independent variable amount of formal education and the dependent variable Migrant Students;
2. the independent variable number of years taught and the dependent variable Migrant Students;
3. the independent variable migrant students in class and the dependent variable Migrant Students;
4. the independent variable migrant students in class and the dependent variable Migrant Teacher;
5. the independent variable number of years taught and the dependent variable Migrant Teacher; and
6. the independent variable migrant students in class and the dependent variable Total.

The results cited in Table 4 indicated the following for main effects:

1. teachers with B.S. Degrees rated the scale Migrant Students statistically higher than teachers with M.S. Degrees or higher,

2. teachers with more than 15 years experience rated the scale Migrant Students statistically higher than those teachers with 7 through 15 years of experience.
3. teachers who had no migrant students in class rated the scale Migrant Students statistically higher than those teachers that had no migrant students in class,
4. teachers who had no migrant students in class rated the scale Migrant Education statistically higher than those teachers who had migrant students in class,
5. teachers with more than 15 years of experience rated the scale Migrant Teacher statistically higher than those teachers with 7 through 15 years of experience, and
6. teachers who had no migrant students in class rated the scale Total statistically higher than those teachers who had migrant students in class.

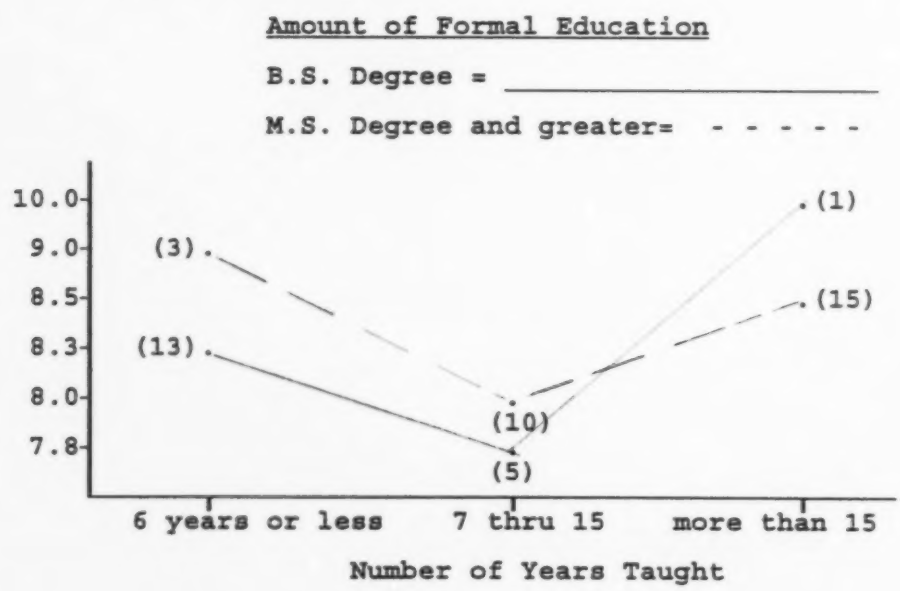
Three of the 9 statistically significant comparisons were for interactions. The following interactions were statistically significant at the .05 level:

1. the independent variables amount of formal education and number of years taught for the dependent variable Migrant Teacher;

2. the independent variables amount of formal education and migrant students in class for the dependent variable Migrant Teacher; and
3. the independent variables amount of formal education and number of years taught for the dependent variable Total.

The interaction between the independent variables amount of formal education and years taught for the dependent variable Migrant Teacher was depicted in a profile plot. Figure 10 contains mean Migrant Teacher scores and curves for the amount of formal education.

Figure 10
The Interaction Between Independent Variables Amount of Formal Education and Years Taught for the Dependent Variable Migrant Teacher



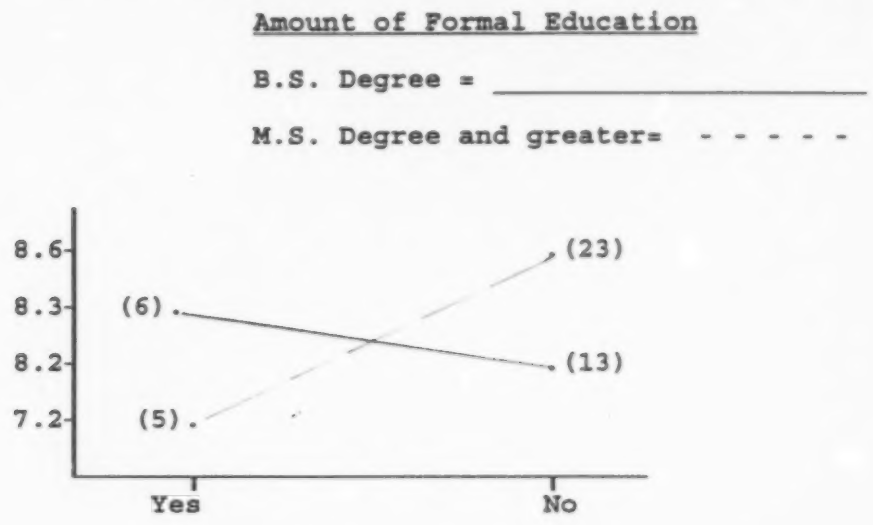
The interaction between the independent variables amount of formal education and number of years taught for the dependent variable Migrant Teacher was disordinal. The results cited in Figure 10 indicated the following:

1. teachers with B.S. Degrees and 15 or more years of experience and teachers with M.S. Degrees or greater and 6 years or less of experience rated the scale Migrant Teacher numerically higher than any other subgroup, and
2. teachers with B.S. Degrees and 7 through 15 years of experience and those teachers with M.S. Degrees or greater and 7 through 15 years of experience rated the scale Migrant Teacher numerically lower than any other subgroup.

The interaction between the independent variables amount of formal education and migrant students in class for the dependent variable Migrant Teacher was depicted in a profile plot. Figure 11 contains mean Migrant Teacher scores and curves for amount of formal education.

Figure 11

The Interaction Between Independent Variables Amount of Formal Education and Migrant Students in Class for the Dependent Variable Migrant Teacher



The interaction between the independent variables amount of formal education and migrant students in class for the dependent variable Migrant Teacher was disordinal. The results cited in Figure 11 indicated the following:

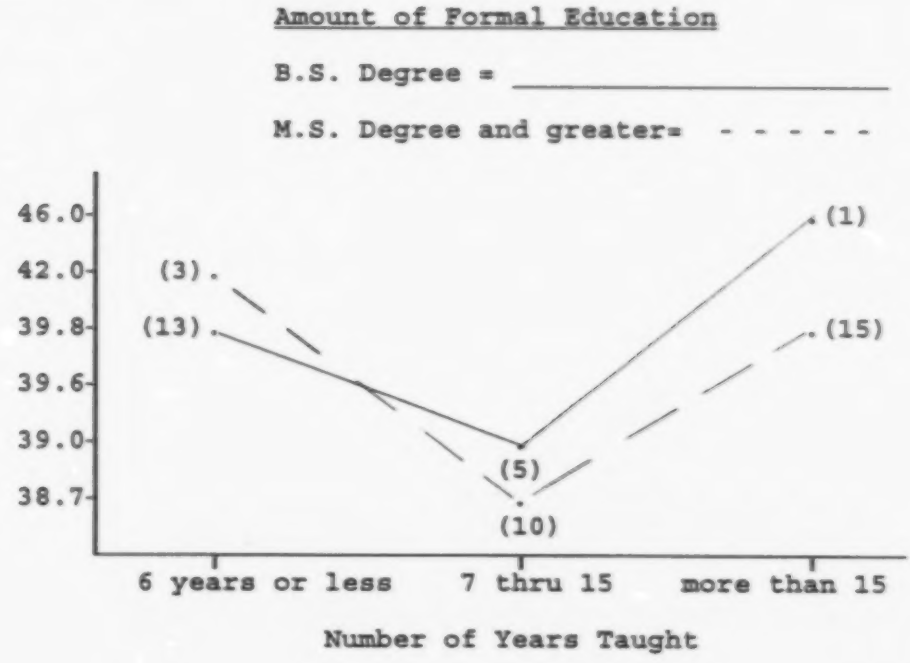
1. teachers with M.S. Degree and greater and no migrant students in class rated the scale Migrant Teacher numerically higher than any other subgroup, and

2. teachers with M.S. Degree and greater with migrant students in class rated the scale Migrant Teacher numerically lower than any other subgroup.

The interaction between the independent variables amount of formal education and number of years taught for the dependent variable Total was depicted in a profile plot. Figure 12 contains mean Total scores and curves for amount of formal education.

Figure 12

The Interaction Between Independent Variables Amount of Formal Education and Number of Years Taught for the Dependent Variable Total



The interaction between the independent variables amount of formal education and number of years taught for the dependent variable Total was disordinal. The results cited in Figure 12 indicated the following:

1. teachers with B.S. Degree with 15 years or more experience and those with M.S. Degree or greater with 6 or less years of experience rated the scale Total numerically higher than any other subgroups, and
2. teachers with M.S. Degree and greater with 7 through 15 years of experience rated the scale Total numerically lower than any other subgroup.

Discussion

Summary

The purpose of the researcher was to investigate the opinions of migrant parents and regular classroom teachers toward migrant education. A status survey factorial design was employed. The independent variables investigated were: position (parent and teacher), age (parent and teacher), gender (parent and teacher), amount of formal education (parent and teacher), parent involvement, number of children in school, number of years taught, level taught, and migrant students in class. The dependent variables were scores from the following subscales of the Opinion Toward Migrant Education

Questionnaire: Migrant Students, Migrant Parents, Migrant Education, Regular Classroom Teachers, Migrant Classroom Teacher and Total. The sample consisted of 34 migrant parents and 136 regular classroom teachers. Four composite null hypotheses were tested at the .05 level of significance employing three-way analysis of variance (general linear model).

A total of 144 comparisons were made plus 18 recurring. Of the 144 comparisons, 60 were for main effects and 84 were for interactions. Of the 60 main effects, 10 were statistically significant at the .05 level. The following main effects were statistically significant:

1. the independent variable position for the dependent variable Migrant Parents;
2. the independent variable position for the dependent variable Migrant Education;
3. the independent variable position for the dependent variable Migrant Classroom Teacher;
4. the independent variable position for the dependent variable Total Score;
5. the independent variable amount of formal education and the dependent variable Migrant Students;

6. the independent variable number of years taught and the dependent variable Migrant Students;
7. the independent variable migrant students in class and the dependent variable Migrant Students;
8. the independent variable migrant students in class and the dependent variable Migrant Teacher;
9. the independent variable number of years taught and the dependent variable Migrant Teacher; and
10. the independent variable migrant students in class and the dependent variable Total.

The results of the present study indicated the following for main effects:

1. classroom teachers rated the scale Migrant Parents higher (more positive) than migrant parents;
2. classroom teachers rated the scale Migrant Education higher (more positive) than migrant parents;
3. classroom teachers rated the scale Migrant Classroom Teacher higher (more positive) than migrant parents;
4. classroom teachers rated the scale Total Score higher (more positive) than migrant parents;

5. classroom teachers with B.S. Degrees rated the scale Migrant Students statistically higher than teachers with M.S. Degrees of higher;
6. classroom teachers with more than 15 years experience rated the scale Migrant Students statistically higher than those classroom teachers with 7 through 15 years of experience;
7. classroom teachers who had no migrant students in class rated the scale Migrant Students statistically higher than those classroom teachers that had migrant students in class;
8. classroom teachers who had no migrant students in class rated the scale Migrant Education statistically higher than those classroom teachers who had migrant students in class;
9. classroom teachers with more than 15 years of experience rated the scale Migrant Teacher statistically higher than those classroom teachers with 7 through 15 years of experience; and
10. classroom teachers who had no migrant students in class rated the scale Total statistically higher than those classroom teachers who had migrant students in class.

Of the 84 interactions, 13 were statistically significant at the .05 level. The following interactions were statistically significant:

1. the independent variables age and gender for the dependent variable Regular Classroom Teachers;
2. the independent variables position, age and gender for the dependent variable Regular Classroom Teachers;
3. The independent variables amount of parent formal education and parent involvement for the dependent variable Migrant Parents;
4. the independent variables amount of parent formal education and parent involvement for the dependent variable Migrant Education;
5. the independent variables amount of parent formal education and parent involvement for the dependent variable Migrant Teacher;
6. the independent variables of parent involvement and number of children in school for the dependent variable Migrant Teacher;
7. the independent variables amount of parent formal education and parent involvement for the dependent variable Total;
8. the independent variables amount of formal education, number of years taught and level taught for the dependent variable Migrant Students;

9. the independent variables amount of formal education and level taught for the dependent variable Migrant Teacher;
10. the independent variables number of years taught and level taught for the dependent variable Migrant Teacher;
11. the independent variables amount of formal education and number of years taught for the dependent variable Migrant Teacher;
12. the independent variables amount of formal education and migrant students in class for the dependent variable Migrant Teacher; and
13. the independent variables amount of formal education and number of years taught for the dependent variable Total.

Related Literature and Results of the Present Study

Related literature indicated a lack of research in the area of parent and teacher opinions toward migrant education. Therefore, no comparisons could be made between the related literature and the results of the present study.

Researchers Opinion Pertaining to the Results

The present researcher was not surprised by the overall response of parent and teacher opinions toward migrant education. Results from the opinion scale, which

addressed migrant students, migrant parents, migrant education, regular classroom teachers and the migrant teacher indicated classroom teachers rated the scale Migrant Parents higher than migrant parents. The researcher was not surprised by the positive opinions for migrant education. She was not surprised by the statistically more positive opinion toward migrant students from those classroom teachers who had no migrant students in class.

Generalizations

The results of the present study indicated the following generalizations:

1. classroom teachers view the scale Migrant Parents more positive than migrant parents,
2. classroom teachers view the scale Migrant Education more positive than migrant parents do.
3. classroom teachers view the scale Migrant Classroom Teacher more positive than migrant parents,
4. classroom teachers view the scale Total (the entire set of items) more positive than migrant parents do,
5. classroom teachers with B.S. Degrees view the scale Migrant Students more positive than classroom teachers with M.S. Degrees or higher,

6. classroom teachers with more than 15 years of experience view the scale Migrant Students more positive than classroom teachers with 7 through 15 years of experience,
7. classroom teachers who had no migrant students in class view the scale Migrant Students more positive than classroom teachers that had migrant students in class,
8. classroom teachers with more than 15 years of experience view the scale Migrant Teacher more positive than classroom teachers with 7 through 15 years of experience,
9. classroom teachers who had no migrant students in class view the scale Total (entire set of items) more positive than classroom teachers who had migrant students in class,
10. the age and gender of classroom teachers and parents should be interpreted concurrently for Regular Classroom Teachers,
11. position, age, and gender for classroom teachers and parents should be interpreted concurrently for Regular Classroom Teachers,
12. amount of parent formal education and parent involvement should be interpreted concurrently for Migrant Parents,

13. amount of parent formal education and parent involvement should be interpreted concurrently for Migrant Education,
14. amount of parent formal education and parent involvement should be interpreted concurrently for Migrant Teacher,
15. parent involvement and number of children in school should be interpreted concurrently for Migrant Teacher,
16. amount of parent formal education and parent involvement should be interpreted concurrently for Total (entire set of items),
17. amount of formal education, number of years taught and level taught should be interpreted concurrently for Migrant Students,
18. amount of formal education and level taught should be interpreted concurrently for Migrant Teacher.
19. number of years taught and level taught should be interpreted concurrently for Migrant Teacher,
20. amount of formal education and number of years taught should be interpreted concurrently for Migrant Teacher,
21. amount of formal education and migrant students in class should be interpreted concurrently for Migrant Teacher, and

22. amount of formal education and years taught should be interpreted concurrently for Total.

Implications

The results of the present study appeared to support the following implications:

1. teachers of migrant students need special preparation in migrant education,
2. migrant parents need to know more about migrant education,
3. the unified school district should meet the needs of the regular classroom teachers because teachers that had migrant students in class were more negative about migrant students than those teachers with no migrant students in class, and
4. the personnel of the district need more information about migrant education and migrant students.

The Migrant Education Program should be supported by migrant parents, teachers, administrators, the local board of education, state and federal departments of education.

Recommendations

The results of the present study appeared to support the following recommendations:

1. the study should be replicated with a large random sample,

2. the study should be replicated in additional schools and other geographical areas,
3. the study should be replicated with a different instrument which has much greater refinement (for example: reword items for better clarification, and use an open form questionnaire), and
4. the study should be replicated using a representative sample of administrators and students.

In the opinion of the researcher the following should be considered:

Through this study the present researcher identified migrant parent and regular classroom teacher opinions toward migrant education. The next task should be to investigate migrant parents and teachers' opinions toward migrant children's self-esteem. Possible investigation should be of migrant parents' opinions of parent involvement with the school.

Further research should be to investigate migrant parents and teachers' opinions toward the school's responsibility for migrant students' education. Additional study should investigate teachers' opinion toward working with migrant students. Included in the study should be what kind of accommodations and prior knowledge of migrant students is needed to help them make adjustments in a new school.

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Appendix A

Educational Panel of Experts

Educational Panel of Experts

Dr. Ray A. Johnson

B.S. - Oklahoma University

M.S. - Oklahoma University

Ed.D. - University of Massachusetts

Dr. Michael A. Slattery

A.A. - Dodge City Community College

B.A. - Fort Hays State University

M.S. - Fort Hays State University

Ed.S. - Fort Hays State University

Ed.D. - Kansas State University

Dr. Edward H. Stehno

B.S. - Emporia State University

M.S. - Emporia State University

Ed.D. - University of Kansas

Appendix B

Copy of Questionnaire and Instructions for Educational Panel of Experts

Dear Fellow Educator:

I am in the process of developing an instrument to study parental and teacher opinions of migrant education. Would you please take a few moments to rate each of the following statements as to their usefulness for gaining information pertaining to parents and teachers attitudes toward migrant education. Please make changes in the wording of items as recommended and include any other statements for this instrument. I will compile the ratings and use the results to develop the statements for an instrument to be administered to parents of migrant children and teachers. The results will be used for the basis of my Education Specialist degree field study. Please return in the enclosed envelope as soon as possible. Thank you in advance for your help.

Sincerely,

Catherine Hertel

Attitude Toward Migrant Education Questionnaire

Please rate each statement employing the following scale:

5-4-3-2-1

5= Very appropriate

1= Very inappropriate

Please give your response by circling the number

which depicts your evaluation.

5-4-3-2-1 1. The school is responsible for migrant student's education.

5-4-3-2-1 2. Migrant students attending school may interfere with the economic well-being of their family.

5-4-3-2-1 3. Parents of migrant children should be involved in their education.

5-4-3-2-1 4. Children's learning is associated with parent attitudes.

5-4-3-2-1 5. Parental attitudes toward education are based on their own school background.

5-4-3-2-1 6. Parental attitudes toward education are not likely to change unless they become involved in the school.

5-4-3-2-1 7. Parental attitudes toward school can be changed by their children having positive experiences.

5-4-3-2-1 8. Parent involvement in school leads to feelings of greater satisfaction.

5-4-3-2-1 9. Communication must be two-way and both school staff and migrant parents have responsibility.

5-4-3-2-1 10. Correspondence from school to be effective must be in a form parents can comprehend.

5-4-3-2-1 11. The staff of the migrant class should have the support and cooperation of migrant parents.

5-4-3-2-1 12. If programs had to be eliminated due to reductions in allocations, I would vote to keep the migrant education program.

5-4-3-2-1 13. The migrant education program in this district is effective.

5-4-3-2-1 14. It is possible to soften the impact of migrant students within a school.

5-4-3-2-1 15. The high mobility rate of migrant students is a cause of considerable stress and anxiety among classroom teachers.

5-4-3-2-1 16. The high mobility rate is a cause of considerable stress and anxiety among parents of migrant students.

5-4-3-2-1 17. Working with migrant students brings additional stress and responsibility for the regular classroom teachers.

5-4-3-2-1 18. Because of the high mobility rate of migrant students, teachers do not have enough time to properly assess them.

5-4-3-2-1 19. Because of the high mobility rate of migrant students, teachers do not have enough time to give them the individual attention needed.

5-4-3-2-1 20. Moving to a new school is a very emotional experience for the migrant student.

5-4-3-2-1 21. It is important to keep migrant students in the same school for as long as possible in order to give them a sense of security.

5-4-3-2-1 22. Migrant parents have the same problems as their children--constant moving leaves them with feelings of insecurity, lack of self-confidence.

5-4-3-2-1 23. Migrant students have a lack of content knowledge because of their high mobility rate.

5-4-3-2-1 24. Migrant education should be implemented through the regular classroom.

5-4-3-2-1 25. Migrant students should be removed from the regular classroom for special instruction.

5-4-3-2-1 26. Different requirements among states interfere with migrant student education.

5-4-3-2-1 27. Different testing, curricula and program requirements among the states interfere with migrant students completing the formal education program.

5-4-3-2-1 28. The school's staff attitudes toward migrant students tend to be negative.

5-4-3-2-1 29. Lack of migrant parent involvement with the school is associated with transportation problems.

5-4-3-2-1 30. Lack of migrant parent involvement with the school is due to low interest.

5-4-3-2-1 31. Lack of migrant parent involvement with the school is associated with child care problems.

5-4-3-2-1 32. Lack of migrant parent involvement with the school is due to limited flexibility in their work schedule.

5-4-3-2-1 33. Lack of migrant parent involvement is due to limited flexibility in the school schedule.

5-4-3-2-1 34. Migrant students do not receive the depth of content needed.

5-4-3-2-1 35. Migrant students do not receive the depth of content other students do.

5-4-3-2-1 36. Migrant students do not have the opportunity that other students do to participate in extra-curricular activities.

5-4-3-2-1 37. Migrant students frequently behave as if they do not belong.

5-4-3-2-1 38. Migrant students appear to have lower self-esteem than other students.

5-4-3-2-1	39. Migrant parents appear to be uncomfortable at school activities.
5-4-3-2-1	40. Migrant students have the same right to public school education as other children.
5-4-3-2-1	41. The intermittent attendance of migrant students interferes with various aspects of their education.
5-4-3-2-1	42. Problems with health, housing and day care make it difficult for migrant students to get an adequate education.
5-4-3-2-1	43. Regular classroom teachers of migrant students need special training.
5-4-3-2-1	44. Teachers of migrant students need special training.

Appendix C

Compiled List of Statements From Attitude Toward Migrant Education Questionnaire as Chosen by the Educational Panel of Experts

Statements from Attitude Toward Migrant Education Questionnaire as Chosen by the Educational Panel of Experts

Listed below are the survey statements the educational panel has determined to be essential for teachers and parents to answer in determining parental and teacher opinions of migrant education.

1. Migrant students appear to have lower self-esteem than other students.
2. Children's learning is associated with parent attitudes toward school.
3. Parental attitudes toward school can be changed by their children having positive experiences.
4. Both school staff and migrant parents have responsibility in ensuring two-way communication.
5. Lack of parent involvement with the school is associated with child care problems.
6. The school is responsible for migrant student's education.
7. Working with migrant students brings additional stress and responsibility for the regular classroom teachers.
8. It is possible to soften the impact of migrant students within a school.
9. The staff of the migrant class should have the support and cooperation of migrant parents.
10. Teachers of migrant students need special training in education for migrant students.

Appendix D

Demographic Questionnaire for Teachers

Demographic Questionnaire for Teachers

Please complete.

To ensure anonymity, please do not put your name on the instrument. Information for the individual will be confidential. Copies of the field study will be placed in the Fort Hays State University library.

Instruction:

Please mark the response for each question which best describes you. Each question must be answered with only one response for the questionnaire to be usable.

1. Gender: Female _____ Male _____
2. Age _____
3. Amount of Formal Education: (highest level)

   _____ Bachelors of Art/Bachelors of Science
   _____ Masters of Science/Masters of Fine Arts
   _____ Education Specialist
   _____ Doctorate

4. Level at Which You Teach and Specialization _____

5. Number of Years as a Teacher:

____ 1-3	____ 4-6	____ 7-9
____ 10-12	____ 13-15	____ 16-18
____ 19-21	____ 22-24	____ 25 or more

6. Do you currently have migrant students in your class?

   yes _____ no _____

   If yes, how many? _____

   Have you had migrant students in your class within the last 3 years? Yes _____ No _____

   If yes, average _____ per year

Appendix E

Demographic Questionnaire for Parents

Demographic Questionnaire for Parents

Please complete.

To ensure anonymity, please do not put your name on the instrument. Information for the individual will be confidential. Copies of the field study will be placed in the Fort Hays State University Library.

Instruction:

Please mark the response for each question which best describes you. Each question must be answered to be usable.

1. Gender: Female _____ Male _____
2. Age: _____
3. Amount of Formal Education:

Mother
No formal schooling _____
Eight years or less schooling _____
GED or high school diploma _____
Two years or less of college or vocational training _____
Four year bachelor degree _____
Post-graduate level study _____

Father
No formal schooling _____
Eight years or less schooling _____
GED or high school diploma _____
Two years or less of college or vocational training _____
Four year bachelor degree _____
Post-graduate level study _____

4. Number of Children in School: (Preschool--12th grade)
5. Amount of participation in child's school:
   Average once a month _____
   3-4 times a year _____
   1-2 times a year _____
   None _____

Indicate the Ones You Have Participated In:

A.	Fun Night	yes	no		
B.	Eating lunch at school with your child	yes	no		
C.	Home and school meetings (how many?)	0	1	2	3
D.	Parent-Teacher conferences (how many?)	0	1	2	

Appendix F

Migrant Education Questionnaire

Migrant Education Questionnaire

Each of the following statements pertains to specific aspects of migrant education. Please respond to each statement by circling the number that corresponds to your reaction. Please mark all items. Mark only one number per item.

5 - Strongly Agree
4 - Agree
3 - Uncertain
2 - Disagree
1 - Strongly Disagree

1. Migrant students appear to have lower self-esteem than other students.

5 4 3 2 1

2. Children's learning is associated with parent attitudes toward school.

5 4 3 2 1

3. Parental attitudes toward school can be changed by their children having positive experiences.

5 4 3 2 1

4. Both school staff and migrant parents have responsibility in ensuing two-way communication.

5 4 3 2 1

5. Lack of parent involvement with the school is associated with child care problems.

5 4 3 2 1

6. The school is responsible for migrant student's education.

5 4 3 2 1

7. Working with migrant students brings additional stress and responsibility for the regular classroom teachers.

5 4 3 2 1

8. It is possible to soften the impact of migrant students within a school.

5 4 3 2 1

9. The staff of the migrant class should have the support and cooperation of migrant parents.

5 4 3 2 1

10. Teachers of migrant students need special training in education for migrant students.

5 4 3 2 1

BEST COPY AVAILABLE

Appendix G

Instruction to Parents

April 9, 1996

To: Parents Who Have Children in the Migrant Education Program

From: Catherine Hertel

RE: Study on Opinions Toward Migrant Education

I would like your input by having you complete both instruments; a demographic questionnaire for parents and a migrant education questionnaire. Both instruments will need to be answered completely in order to be considered. Thank you in advance for your assistance in this matter.

U.S.D. #489 - Math/Reading Migrant Teacher
Washington School

Appendix H

Cover Letter of Instruction

to Teachers

April 26, 1996

To: Regular Classroom Teachers and Teachers Who Specialize in Math, Language Arts and Social Science in Unified School District #489

From: Catherine Hertel

RE: Study on Opinions Toward Migrant Education

I am currently in the process of completing an Education Specialist Degree in Education Administration. In order to complete this degree I am compiling data to write a field study. Enclosed is a demographic questionnaire for teachers and a migrant education questionnaire. I would like to seek your input and have you complete both instruments. Please return them to me no later than May 3, 1996, in the enclosed envelope, using inter-school mail. Both instruments will need to be returned by that date in order to be considered. Thank you in advance for your assistance in this matter.

Sincerely,

Kathy Hertel
U.S.D. #489--Math/Reading Migrant Teacher and Recruiter
Migrant Student Network Education and Health Data Clerk
Washington School

Enclosures